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The Gregg Writer

Edited by John Robert Gregg

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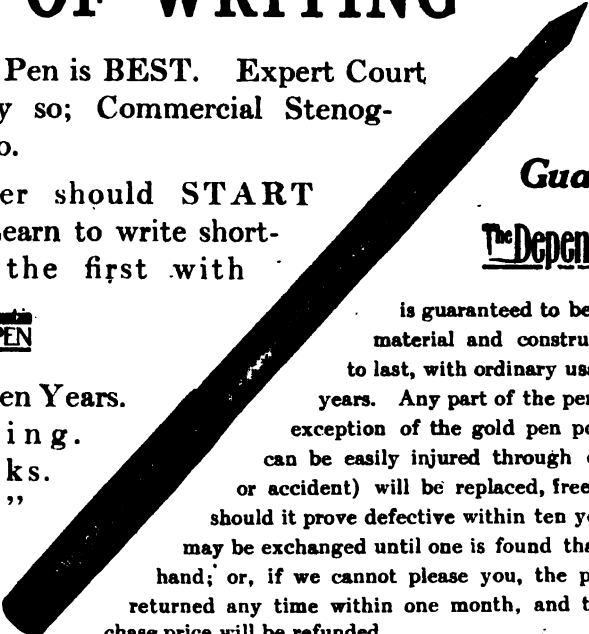
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The Gregg Writer

Vol. XV

CHICAGO, SEPTEMBER 15, 1912

No. 1

A Lecture to Myself

By Ernest W. Crockett, Liverpool, England, Winner of the English Junior Shorthand Championship, 1912

Last month we published a report of the winning of the English Junior Shorthand Championship Cup by Mr. Ernest W. Crockett of Liverpool. Mr. Crockett was the only writer of Gregg Shorthand in a field of twenty-five contestants, and his transcriptions on all tests had LESS THAN ONE PER CENT ERRORS. This letter written by him to his teacher, Mr. Joseph Jakeman, Gregg Shorthand Institute, Liverpool, will be of interest to all ambitious writers.—Editor.

WHAT is the matter with my progress in shorthand speed? Just this: Nothing so much the matter with the speed, but everything the matter with the accuracy of the forms. Outlines for words that are familiar I can write rapidly and correctly, but I hesitate over words that are unfamiliar, then slap down anything and write straight on. Well, it is a good thing to get the habit of writing straight on, but it can be carried too far. I have carried it too far; so far that now I fail to make a strong enough effort to write the correct forms for difficult words. In other words, I have acquired bad habits of writing, and before I push my speed any higher I must eliminate these bad habits and form good ones. When I have acquired an accurate style, I may push my speed higher and my notes then will be legible even when written at a great speed. Meanwhile, I must work to improve my forms and the execution of them.

In the first place I must increase the stock of words which I can write straight off like simple words or wordsigns. I must enlarge my writing vocabulary. Next, I must develop the word-building faculty—the ability to construct promptly the shorthand forms for new or unfamiliar words without perceptible loss of speed.

To accomplish this I have formulated a new scheme of practice which briefly is as follows:

1. To leave speed work, to a very large extent, alone until I have acquired good habits of writing.

2. To practice copying from plates in the magazine, writing for a number of lines any word, phrase, or series of words, which I cannot execute with facility.

3. To do a lot of work on the Principle and Phrase Letters of Gregg Speed Practice with a view to the acquisition of the word-building faculty.

4. To devote a few minutes every day to figure drills—*making good figures*—with a view to increasing control of the hand.

5. To practice on wordsigns, phrases and vocabulary words at a good speed, but not at too high a speed to prevent good outlines—at the present moment not more than 160 words per minute. In this practice to include the words which I have added to my writing vocabulary.

6. To "take" only one piece per week for purposes of transcript, at the highest speed that is compatible with forms that can be read without hesitation.

I feel sure that if I carry out this program I shall attain what I am working for—two hundred words per minute on solid matter. Without it I do not believe it possible to reach that goal.

Simple Business Letters for Beginners

(The key to this plate will be given next month.)

Handwritten text in Urdu script, likely a letter or document, written on aged paper. The text is dense and covers most of the page.

Mr. Swem Makes a Record of 268 Words Per Minute in the Speed Contest of the National Shorthand Reporters' Association, New York, August 22

Reported By Rupert P. SoRelle

TWENTY-FIVE of the speediest shorthand writers the world has ever produced were gathered in the "Della Robbia" (long O in "Robbia," please) room of the Vanderbilt Hotel promptly at the hour designated for the contest for the shorthand championship of the world.

All of the former champions were there ready to fight for the premier shorthand title of the world, nerved to make the battle of their lives to regain lost honors or to achieve new ones. New contestants looked wonderingly and admiringly for the first time into the faces of experts whose fame is known throughout the world, trying to search out the secret of their success.

The air was tense with excitement—and, incidentally, as hot as a Turkish bath—as Chairman Kimball began to read off the names of the contestants in the order that they were to be seated. Choice of places at the table was given in the order in which the contestants had entered the contest.

The champion of last year, Mr. Behrin, was given the first choice, and when his

name was called he was greeted with hearty applause. Mr. Swem's name was called next, and when he arose to take his place he was given an ovation. His splendid records of last year, his youth, and his modest, unassuming manner had drawn

to him a host of admirers. The names of Wood, Marshall, Carson, Smart and Bottome were read in quick succession, and these famous writers were all given a rousing welcome by contestants and spectators. Mr. Bottome, the champion of 1909, who had completely won the hearts of all by his skill and thorough sportsmanship in previous contests, was given a particularly long round of applause. The only English competitor, Mr. William F. Smart, of London, whose fame as a brilliant writer had

CHARLES L. SWEM

already preceded him, was greeted in a manner that revealed the unmistakable American spirit of hospitality. Nearly all of the contestants of last year were present. The many friends of Miss Salome L. Tarr were greatly disappointed that she was unable to enter the contest on account of her work for Governor Wilson.

Detailed Results of the Championship Shorthand Speed Contest of the National Shorthand Reporters' Association New York, August 20-23, 1912

NAME	System	Number of Errors at			Percentage of Accuracy	Experience
		200	240	281.4*		
1 Nathan Behrin.....	1. Pitman	58	15	17	97.3	8 years
2 John D. Carson.....	"Success"	44	22	53	96.7	8 years
3 Charles L. Swem.....	Gregg	50	39	64	95.7	4 years
4 Clyde H. Marshall.....	"Success"	42	60	70	95.3	14 years
5 Willard B. Bottome.....	Graham	70	46	89	94.3	18 years
6 Nellie M. Wood.....	1. Pitman	85	103	120	91.5	20 years

* Seven words over were dictated, making the average 281.4.

The Preliminary Tests Begin

With all seated, preliminary readings were given to afford the contestants an opportunity to "tune up" for the terrifically hot pace that was to follow—and hot pace it was. Two hundred and eighty words per minute means writing exactly four and two-thirds words per second every second of the time for five minutes. After the dictation begins there is not a breathing spot till the end is reached. The words come in a steady stream at a nerve-racking speed.

The first reading was from a learned essay on the subject of life insurance which abounded in such expressions as "contradistinction," "conservatively," "correlatives," "emoluments," "beneficiaries" and numerous other equilibrium upsetters. It was read at 150 words per minute, and read well, as were all the tests. That was the one redeeming feature of the hard conditions under which the writers worked.

The 175 word per minute "preliminary" was from an address delivered at a meeting of the National Association of Stationary Engineers. Some of the verbal snares laid to catch flying pen points in this take were "economical and uneconomical work of the steam engineer," "creature of drudgery," "drinking in the facts of rough experience," "electrical refrigeration," and when the speaker first "took umbrage or offense" several pens were seen to stagger hopelessly, almost despairingly. This "take" was dictated by Mr. Eldridge, and he ruthlessly hurled whole assemblages of technical words at the helpless writers enbloc. How many survived the shock is not yet known.

The Championship Dictations

It was then announced that the next dictation would be the first of the championship series—200 words per minute for five minutes. The selection was from a lecture by J. G. Holland. It was not easy; it was not hard; but it was *different*. It was in a "style" that put many of the writers to the test of their lives. Even so great a writer as Mr. Behrin said he "broke" badly on it. Its intensiveness put a heavy strain on concentration. Analyzed carefully, the words were not difficult; but the matter was written

in that peculiar style that makes necessary to accurate reading the most distinct execution of every outline. On this take Mr. Behrin made 58 errors, Mr. Bottome 70, Miss Wood (who holds the Adams Trophy for accuracy) 85, and Mr. Swern but 50.

The next test was a jury charge given at 240 words per minute. It was evident from the struggle that many were making to get down the flying words that the casualties would be great; and it was equally evident that the finished court reporters like Bottome, Marshall, Behrin and Carson—whose daily work is on this kind of matter—were perfectly at home and would have a great advantage. Still it was seen that even so experienced and seasoned a reporter and contestant as Miss Wood was visibly nervous and had to struggle hard to put the words down. But she was far from being alone in this.

A Surprising Announcement

Before the 280-word court testimony test was read the dictator made the rather surprising announcement that all such expressions as "hadn't," "didn't," "wasn't," "wouldn't," "couldn't"—in other words, contractions of "not"—had been eliminated. The announcement was fervently applauded by Pitmanic writers, Miss Wood accepting it with gleeful satisfaction. It was the failure to distinguish between such terms as "didn't" and "did not," "hadn't" and "had not" that was responsible for many of the errors of the Pitmanic writers in former contests. This declaration was not only a violation of the previous conditions of the contest, but was also manifestly unfair to those contestants who make positive distinctions in such expressions. Since nearly all reporters use the same form for both the contraction and the full words, it eliminated absolutely any doubt on these points. In the everyday work of reporting, whether the witness said "didn't" or "did not" is immaterial, but in a speed contest which is intended to demonstrate the ability of the writers to reproduce the matter with fidelity, they should be given no assistance of this kind. It was admitted by fair-minded writers of all systems that conditions should not have been changed. If the rule were extended to exclude im-

material errors, the whole object of trying to maintain absolute accuracy would be defeated. The object in the speed contests is not to make the *best* report, but to make the most *accurate* report of what was actually dictated at given speeds.

How the Writers Worked

It was interesting to study the different methods of the writers as they wrote. There were almost as many different styles as there were writers. Fountain pens, dip pens and pencils all found advocates. Mr. Bottome, Mr. Swem and Miss Wood all use fountain pens. Mr. Carson, Mr. Marshall and Mr. Carson use dip pens.

Mr. Behrin sticks to the pencil and wields it with wonderful effectiveness. His execution is marvelous—flexible, lithe and amazingly rapid. He is superhumanly cool. He gives the impression of boundless reserve power. He is apparently nerveless. Thoroughness in everything is one of his strongest characteristics. This trait was strikingly illustrated in his transcribing. His typist recopied page after page in order that each page should be clean and errorless so far as he could make it. Whenever he changed a word it necessitated the copying of the entire page.

Mr. Bottome and Mr. Marshall are the two finished writers of the group of former champions. The art of shorthand writing is to them as that of music to the master musician. They are masters of their systems; masters of execution. Movement to them is a fine art—they represent the superlative in perfect control, perfect poise, perfect co-ordination.

Miss Wood's style is erratic. Her pen wavers here and flies with incredible swiftness there. It is a style all her own. It possesses the characteristics of strong individuality, and for her it is tremendously effective.

Carson is of the cool, imperturbable temperament. He writes full outlines—"lengthy" outlines he calls them—but he writes as though he were at play. Nothing apparently disturbs him; he is the exact synonym for nonchalance.

Mr. Swem gets his face right down into his notebook. He knows just how much clearance there should be between his glasses and the barrel of his pen. It is

not a graceful position, and sometimes his calculations go awry, and his pen barrel comes in contact with glasses. Whether he would defend this position or not is a question. He may take the ground that with head bent forward better brain work can be done, that greater concentration may be obtained. It is the position assumed by profound thinkers.

Mr. Smart writes with a fountain pen, and with amazing swiftness. Before he became a shorthand writer he was the champion longhand speed writer of the world. He holds a record for writing seventy-five words per minute in long-hand.

In watching the writers during the different dictations it was interesting to note the comparative compactness of the notes. In the 200-word take, Mr. Bottome was the first to turn a page, turning at about the time Mr. Swem finished his first column. Mr. Behrin was next to turn a page, and Mr. Swem finished his first page at about the time Mr. Bottome turned the second. In the 240-word take Mr. Bottome again led by turning the first page—at about the time Mr. Swem finished his first column. Mr. Behrin finished his first page just after Swem filled the first column. During all of the takes practically the same proportionate compactness of writing was maintained.

How the Matter Was Transcribed

Immediately after the dictations had been given, the writers were escorted by Mr. Kimball to his offices, where typewriting machines and operators were provided, the Remington and Underwood organizations having very courteously furnished both typists and machines. Assignment of operators was made so that, as far as possible, the typist would be a writer of a different system from that used by the contestant. Mr. Behrin dictated his transcript to Miss Florence Wilson, a Gregg writer, who won second place in the world's typewriting championship last year. Mr. Bottome, a writer of the Graham system, dictated to Miss Rose Fritz, the former typewriting champion and a Pitmanic writer. Mr. Swem dictated to Miss Bessie Friedman, a Pitmanic writer. Mr. Marshall dictated to Mr. Gus Trefzger, the amateur champion typist of the

world and a writer of Gregg shorthand; Mr. Carson dictated to Mr. Harold Smith, the well-known expert typewriter demonstrator and a writer of Gregg shorthand; Miss Wood dictated to Mr. Emil A. Trefzger, three times winner of the English Typewriting Championship, and a writer of Gregg shorthand. Six hours was allowed for transcripts, and most of the contestants utilized the full time. The dictation was not begun until after two o'clock, and the contestants did not begin transcribing until nearly four, which was unfortunate, as it necessitated working long into the night to complete the work.

Mr. Behrin's Errors in the 280

Some of the errors made in the 280-word take by Mr. Behrin were: He omitted "to you"; he transcribed "do" for "work"; he omitted "if you remember" and "anything"; he wrote "do you know" for "if you know," and read "section" for "second." "Country" was omitted altogether, and "had" read for "I do not." But the supreme psychologic twist was recorded when he wrote "happened" instead of "at all." Those who are familiar with Pitmanic shorthand know that "happen" is a half-length "p" with a final n-hook, and that "at all" is a "t" with an initial l-hook. How these various hooks become misplaced is one of the tragedies of geometrical shorthand.

Mr. Swem's Records

In the 280-word "take" Mr. Swem established a record of 268 net words per minute—only one word per minute below the former world's record made by Mr. Bottome, a writer of 18 years' experience, in the 1909 contest. On the jury charge he wrote 232 net words per minute, and on the solid matter 190 words. His accuracy on the three tests was 95.7% perfect. He now holds speed certificates from the National Shorthand Reporters'

Association for the following speeds: 192 words per minute on the 200 test; 237 words per minute on the 240 test, and 268 words per minute on the 280. That a boy of his age and experience (less than four years), who never reported a day in court in his life, was able to make records so brilliant has astonished the entire shorthand world. And he has by no means reached the limit of his possibilities. After the contest he was surrounded by the most eminent reporters and writers in the country and warmly congratulated on his splendid achievements.

After the contest the distinguished reporter, Mr. Robert S. Taylor, Chairman of the Standardization Committee, said that he was gratified to notice the wonderful improvement made in the appearance of the style of shorthand written by the contestants as compared with that of a few years ago. He attributed this improvement to the interest taken in the contests and to the attention directed to the importance of accuracy by the mistakes made in former years. The standard now is higher than ever before, and it would be extremely difficult for anyone but an experienced contestant to equal the records made by the top notchers.

The Speed Committee

The Speed Committee was composed of the following members:

J. N. Kimball, New York (Munson), Chairman.

George A. McBride, Philadelphia (I. Pitman).

E. H. Eldridge, Boston ("Success").

Walter M. Scott, Lima, Ohio (Graham).

J. E. Fuller, Wilmington, Del. (B. Pitman).

Madison L. Davis, Charleston, W. Va. (Pitmanic).

H. M. Wood, New York (Pitmanic).



Official Report of Speed Contest Committee

AFTER a preliminary announcement concerning the finances of the speed committee, the report continued as follows:

Between twenty and thirty writers enrolled with us, a number of whom with-

drew either before or after the readings, as was their right. Of those who remained, five qualified within the necessary ten per cent rule, as follows:

Mr. Bottome made seventy errors at the 200 per minute reading, forty-six at

the 240 reading, and eighty-nine at the 280 reading, or 93, 96.2 and 93.7, respectively, an average of 94.3 of accuracy.

Mr. Marshall made forty-two errors on the 200 reading, sixty on the 240 reading, and seventy on the 280 reading, or 95.8, 95 and 95, respectively, an average of 95.3 of accuracy.

Mr. Swem made fifty errors on the 200 reading, thirty-nine on the 240 reading, and sixty-four on the 280 reading, or 95, 96.8 and 95.4, respectively, an average of 95.7 of accuracy.

Mr. Carson made forty-four errors on the 200 reading, twenty-two on the 240 reading, and fifty-three on the 280 reading, or 95.6, 98.2 and 96.2, respectively, an average of 96.7 of accuracy.

Mr. Behrin made fifty-eight errors on the 200 reading, fifteen on the 240 reading, and seventeen on the 280 reading, or 94.2, 98.8 and 98.8, respectively, an average of 97.3.

To Mr. Behrin, therefore, we award the cup for another year.

Mr. Behrin also broke the record previously held by Mr. Bottome and won by him at the Denver meeting, by writing 278 words per minute—Mr. Bottome's record being 269. Mr. Carson also exceeded Mr. Bottome's record by a small margin.

Mr. Behrin's accuracy test of 98.8 per cent on the 280 reading is also a record. Fourteen hundred and seven words were read on the 280 test.

Your committee wishes to call the attention of the Association to the fact that the Underwood Typewriter Company and the Remington Typewriter Company of this city supplied operators for each contestant, and machines as well—the operators being probably the most rapid that could possibly be gathered together not only in this country but in the world, and we would ask that a vote of thanks be given to each of these companies, and that the Secretary be instructed to inform them of the fact.

(Signed)

J. N. KIMBALL, Chairman.

E. H. ELDRIDGE, Secretary.

Two days after the official report was given out for publication, the committee, upon re-examining Miss Wood's paper at her request, discovered that she had qualified. The following are the figures as given out by the Chairman of the committee, Mr. J. N. Kimball:

Miss Wood made eighty-five errors on the 200 per minute reading, 103 at the 240 reading, and 120 at the 280 reading, or 91.5, 91.4 and 91.5, an average of 91.5 of accuracy.



Convention of the National Shorthand Reporters' Association Held in New York City, August 19 to 23, 1912

New Officers

President: Charles W. Reitler, Denver, Colo.

Vice-President: Willard B. Bottome, New York.

Secretary: E. H. Eldridge, Boston, Mass.

Treasurer: George A. McBride, Philadelphia.

Executive Board: E. M. Williams, Los Angeles, Cal.; Charles H. Requa, Brooklyn, N. Y.; Gordon L. Elliott, Des Moines, Iowa.

THE convention which was held at the Hotel Vanderbilt, New York, was one of the most successful in the history of the organization. The papers and discussions were of an unusually high order of excellence, and the attendance exceeded that of any previous meeting. From first to last there was absolute harmony and good feeling. Too much praise cannot be accorded President Charles H. Roberts for the admirable way

in which he presided, and for the work accomplished during his administration. The Committee on Demonstration received a great deal of enthusiastic commendation from all those who had the privilege of inspecting the exhibits.

Limitations of space preclude more extended notice at this time, and we must therefore hold over the report until the October number.

The Stenographer and the Merger—II

(The key to this plate will be given next month.)

[illegible]

The Stenographer and the Merger—IV

(The key to this plate will be given next month.)

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Report of the Shorthand and High School Sections of the National Teachers' Federation

Spokane, Wash., July 15-18

(Continued from the August number)

"THE Man Behind the Gun," was the subject of a paper read by Mr. S. A. Moran, of Ann Arbor, Michigan. Mr. Moran dwelt particularly on the importance of correct training of the young people who come to our schools.

One of the most interesting and practical talks of the Convention was given by Mr. E. B. Moore, Corvallis, Oregon, on the subject, "How to Maintain Interest by Tests, Examinations, and Prizes." Mr. Moore's paper was so replete with helpful suggestions that we hope to be able to publish the paper in full in some future number of the magazine. Among other good things, Mr. Moore said:

The more frequently students are given tests or examinations, the less they are affected by them and the more benefit they gain from them.

Students can be taught to look forward to with pleasure and actually enjoy tests and examinations. They must be thoroughly trained; they must have confidence in their ability; they must be made to know what they can do and know it positively. Then the test or examination will have little terror for the most timid.

The only embarrassment a test or examination ever caused me was induced by the fact that I didn't know whether I could measure up to the requirements—whether I could "pass." I lacked confidence. I had the idea the teacher was trying to fail me. And before you can make your tests and examinations interesting and helpful you must get the idea of "fall" out of the minds of your students. Fill them with confidence instead. When the mind is completely filled with positiveness or confidence, there is no room for nervousness, doubt or hesitation. Then just remember that the purpose of an examination or test is not to fail students—it is to help develop them.

In discussing Mr. Moore's paper, Miss Mary Bowman of Corvallis, Oregon, said:

In order to maintain interest by tests and examinations, thoroughness is the greatest factor. Review of a series of results or of an entire subject is the greatest means of making the class see the body of truth in better perspective. A review which requires a few minutes of the recitation time each day should be carried on. In this way the straggling points

may be gathered up. In the study of shorthand, oral tests on the principles and drills in the syllables of the outlines should be given frequently; in fact, daily. In this way the mind is trained to act quickly. Much stress should be laid on principles and rules. If the student understands the rule and is able to form the outline in his mind, the hand will have little difficulty in executing the stroke. It is all a matter of thinking quickly. In order to get the best work from students, tests and examinations should be incidental and unannounced, and their sole aim should be to reinforce the teaching and to develop the pupil. When examinations come unheralded, the student will always be prepared; he will remember in his daily work that an examination may come the next day or the next week, and thus be impelled to make provision for that occasion. He will arrange and organize his knowledge so that he can use it when the day of tests arrives. He will not be absent from school on flimsy pretext, because he knows that each day's knowledge means a link in the chain which is to hold him upon examination day. The tendency of teachers to use the coming examinations as a whip or spur is a misfortune for the teacher and a wrong to the pupil. Each day's work should be done so thoroughly that the pupils cannot be taken off their guard when the test is given. The ability to render service at short notice should be cultivated in school life. Students who are interested in their daily work do not fear examinations. The whole secret, then, lies in preparation and daily review.

"How to Introduce a Student to the Study of Shorthand," a subject which always furnishes plenty of material for interesting discussions, was admirably treated by Miss Lora L. Bowman, Tacoma, Washington. Miss Bowman laid great stress on the early stages of shorthand work. "It is the early discipline," she said, "the earnest labor, the effort, the preparation, that makes the valuable man or woman." This is particularly true with shorthand. The critical time in a student's career is not when he reaches dictation or the model office, but when he opened his text-book at the first lesson.

In explaining the first lesson, there are two extremes to guard against, and they are: ex-



LORA L. BOWMAN

plaining too much and explaining too little. It is a mistake to give an elaborate painstaking explanation of the first lesson before the student has looked inside of the text-book. He doesn't fully comprehend what you are talking about, he doesn't remember what you say, it all has a tendency to confuse him. The better plan is to take the steps separately and slowly, giving him the work in reasonable stints, and let him do some thinking for himself. The help rendered should be the least possible to enable the student to do his own work. Aim in the outset to cultivate an independence in study—not a dependence on the teacher.

Miss Bowman's paper was discussed by Mr. Crumley, Mr. Gurtler, Mr. Coppedge, Miss Pryor, Mrs. Counselman, and others.

In discussing the subject, "How to Plan Advanced Typewriting Course to Get the Best Results," Mr. Wm. F. Ruegsegger of Kalispell, Mont., emphasized the importance of having better trained and more expert teachers at the head of our typewriting departments. To quote from his remarks:

Let me say that when business college managers come to realize that it is as necessary to have an expert at the head of the typewriting department, drawing as large a salary as the expert at the head of the shorthand department, then the time will have arrived when it will not be necessary to graduate our students at a net speed of 30, 40 or 50 words per minute, but we can graduate them at twice that speed.

Mr. Ruegsegger also emphasized the importance of collecting matter from business offices to be used with our typewriting classes. He suggested that:

Our students should be given the same subject matter that will ultimately be given to them in the office. Then let it be drilled upon and drilled upon for accuracy and speed. By the time you have drilled them on subject matter that is being used in six or seven different offices, you will have a class of young people that will not live in fear of that terrible first week's work in the office and the employer will not have to lie awake nights wishing he had that new stenographer "broken in."

Mr. M. Lewis, Wenatchee, Washington, then told the teachers "How to Teach Shorthand and Typewriting to the Country Students." Mr. Lewis said:

I hope that the instruction in shorthand and typewriting given in our country schools does not differ in essentials from the best and most up-to-date work done in the city commercial schools. I am convinced, however, that a coun-

try school expects and demands more of its teachers and managers. The school manager or teacher must know how to remedy the troubles that come to the best regulated machinery when in constant service.

If we are to have the best work accomplished, the teachers must understand touch typewriting and be typists themselves. They must be able to go into the typewriting room and see at a glance whether or not the students are working with a correct touch as well as writing accurately, and must be capable of sitting down in the students' places and showing them how it should be done: this is effective criticism—the kind that the student cannot get around.

One of the most important things to remember in training students who will be employed by local business men, is to so train them that the shorthand outlines for the vocabulary that they will necessarily use will be firmly fixed in their minds. For instance, we in Wenatchee raise apples—the best in the world—therefore our students should be familiar with all the names of the various varieties of apples, plums, pears, cherries, peaches, apricots, berries, grapes, etc. They should be able to write, without hesitation, the outline for any of these names, and also be able to spell them correctly. Mr. Lewis said that students in the West should also be familiar with Indian names which play so important a part in the nomenclature of the West. He said that the first hour of a student's work in the business office was perhaps the most critical.

After paying a high tribute to Mr. Lewis and his school, Mrs. Frances Effinger-Raymond read an interesting paper on "How to Teach Business English in the Business College."

Mrs. Raymond's paper was discussed by Mr. Brecheen, Mrs. Counselman, Mr. McTavish and Mr. Hagar.

Thursday's program was opened with an address by Mr. E. A. Bryan, President of the State College, Pullman, Washington. Mr. Bryan gave a scholarly and historical review of the rise and progress of commercial education. Mr. Bryan commended commercial education as having reached a standard equal to any department of higher learning. He also complimented the teachers on their progress, and urged the private school managers to renewed energy for efficiency on their part.

Mr. Bryan's address was followed by a paper by Mr. H. M. Blair, of Spokane, on the subject, "How to Review Shorthand

J. C. MCTAVISH

Principles in Connection with Dictation Work. Mr. Blair believes in constant review of the text-book until the student has acquired a thorough knowledge of the fundamental principles of the system. Among other things, he said:

It has always been my aim in teaching stenography to be so thorough in the text-book work that the review of principles during the dictation work could be reduced to a minimum.

One of the most successful methods of review I have ever used is to take the first ten minutes of the recitation period, or if the class be well prepared, five minutes for review, this review generally to be without special preparation on the part of the pupil and to consist of review of principles, wordsigns and familiar phrases. I would carry this review from the beginning of the work in the text-book through the entire course.

The next subject, "How and What Subjects to Teach in the Shorthand Department," was ably handled by Mr. J. C. McTavish, of Edmonton, Canada. Mr. McTavish said in part:

We have in most cases to fit young people for practical office work. They don't want to spend much time with us. They often do not wish, or cannot afford to spend more than half the time they need. We teach them Shorthand, Typewriting, Spelling, Penmanship, Office Practice, English and Correspondence. The first two of these are usually given a great deal of attention. But I often feel that though instruction may be absolutely thorough so far as shorthand and typewriting are concerned, there are still some weaknesses in our work.

Besides regular and definite instruction along this line, I do not know of anything more important than the habit of reading. Most of our young people don't read at all. I asked a class of young men not long ago what they read and found that only one of them read anything at all outside the sporting news in the daily paper and that one amused us with the information, given in all seriousness, that in addition to the sports he read the joke page in the *Ladies' Home Journal*. I suggest that each school should be provided with a library or reading-room containing books and periodicals dealing with business subjects.

The teacher should be so well acquainted with books himself that he can arouse among his students a proper interest and enthusiasm in this study. I am convinced that most stenographers who fail at all, do fail because of their limited knowledge of English, and it is only by extensive reading of good literature that such knowledge can be gained.

We find another problem confronting us at the end of our course. I refer to Office Train-

ing. I do not say it should be at the end, but that is where it is generally placed if used at all. Before students leave school, there are many things they must learn which they do not get in the ordinary shorthand course, and as many of our young people leave us too soon, I would introduce this special work whenever they are able to do good typewriting and take dictation correctly, even if it be slowly.

Another interesting paper on the subject, "To What Extent is the Office Practice Practical for the High School," was read before the business teachers by Mr. V. E. Madray, of Butte, Montana. Mr. Madray does not believe in too much business practice, and is inclined to place theory before practice. In describing his plan of handling business practice in the high school, Mr. Madray said:

I believe that we can cover most of the commercial papers and meet the demands of the business office by giving only two months of drill work in the offices. I have posted a bulletin board in the class room, giving the prices of grain, stock, etc. I formulated rules that the student must trade with every student in the class, and handle every article given on the market. He must make a record of his transactions every day. Each day there would be a change in the prices given on the market. The students used the college currency in connection with the transactions. They had permission to give their notes, exchange merchandise for stock or grain. This work was not cut and dried. It had life to it. In handling the papers, it is all planned on the imaginary line. In this case they did not have a transaction until they had bought or sold something. I remember one of the students cornered sheep and that one incident opened the eyes of the rest of the students. They laid plans and tried to devise schemes whereby they could get hold of the article that had been cornered.

In this plan we had various price lists because some of the students were clever salesmen and others were not. They were easily trapped if they did not handle everything on the market. When they completed their transactions, they proceeded to close out their books and render statements showing profit, loss, resources and liabilities. When we started this work, the students were not allowed to have their books as a reference. They were compelled to go through the work merely from the knowledge they had gained in the course of bookkeeping.

The last number on the program was an instructive talk on "The Phonograph in the Business College," by Mr. A. E. Kane, of Spokane. Mr. Kane's talk was very interesting and practical, and was supplemented by a practical demonstration showing how he used the phonograph in connection with his reporting work.

The Learner and His Problems

A Department of Hints and Helps for the Learner and Others. Conducted by John R. Gregg, 1123 Broadway, New York City, to whom all communications relating to this department should be addressed.

To the Beginner

WE should like to shake hands with every young man and every young woman who is beginning the study of shorthand and typewriting, and to talk to them about their work and aspirations. But as this is impossible, we must content ourselves with doing what we can to aid them through this department of the magazine.

At the beginning, let us extend to you our hearty congratulations. Upon what, you may ask. Well, we think you are to be congratulated on many things.

First, you are to be congratulated upon having decided to take up the study of so useful an art as shorthand, which has in it immense possibilities not only of practical service but of increase in mental culture and increase in mental activity.

Second, you are to be congratulated upon being so fortunate as to begin the study at a time when the art has been shorn of much of the "perplexities, complexities and eccentricities" that formerly surrounded it, and which made its acquirement a task requiring indomitable perseverance and much mental and physical drudgery.

Third, you are to be congratulated upon beginning the study at a time when the teaching of it has reached a high degree of efficiency.

Fourth, you are to be congratulated upon beginning the study at a time when there is an increasing demand in all lines of work for efficient and well-qualified stenographers.

Fifth, you are to be congratulated upon having this magazine and other publications to aid you in perfecting your knowledge in the shortest possible time, and to enable you to keep abreast of all advances in the art or in business methods.

Sixth, you are to be congratulated upon beginning the study at a time when the remarkable achievements of many writers of the system you are studying will be an inspiration to you to do good work in school, so that you may achieve like results. What others have done, you may be able to do.

There are many other things upon which you are to be congratulated, but those we have given will be sufficient for the present.

Cultural Value of Shorthand

Perhaps you may have wondered at the expression "increase in mental culture," and still more at the expression "increase in mental activity." Speaking of the cultural value of shorthand, an eminent teacher said: "As shorthand is essentially a new language, or an old language written in a new way, the cultural value of this subject is broad because the very essence of sounds and structure must be gone into; and for its successful application an absolute knowledge of phrasing, paragraphing, punctuation and spelling must be acquired. The business man is willing to pay the largest salary to the stenographer who can cover up his multiple of rhetorical sins by putting his ideas into good form and good English for him."

In future issues of this magazine, you will find articles explaining how shorthand can be made of great value as an aid to higher mental culture.

Shorthand Increases Mental Activity

It is not always understood that the practice of shorthand is equivalent to increased mental activity, but it is nevertheless a fact. If you consider for a moment the mental and physical operations in-

Helps Toward Acquiring Stenographic Efficiency

Lesson I

Words:

a b c d e f g h i j k l m n o p q r s t u v w x y z
 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
 a b c d e f g h i j k l m n o p q r s t u v w x y z
 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
 a b c d e f g h i j k l m n o p q r s t u v w x y z
 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
 a b c d e f g h i j k l m n o p q r s t u v w x y z
 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
 a b c d e f g h i j k l m n o p q r s t u v w x y z
 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Sentences:

a b c d e f g h i j k l m n o p q r s t u v w x y z
 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
 a b c d e f g h i j k l m n o p q r s t u v w x y z
 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
 a b c d e f g h i j k l m n o p q r s t u v w x y z
 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
 a b c d e f g h i j k l m n o p q r s t u v w x y z
 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
 a b c d e f g h i j k l m n o p q r s t u v w x y z
 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Lesson II

Words:

a b c d e f g h i j k l m n o p q r s t u v w x y z
 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
 a b c d e f g h i j k l m n o p q r s t u v w x y z
 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
 a b c d e f g h i j k l m n o p q r s t u v w x y z
 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
 a b c d e f g h i j k l m n o p q r s t u v w x y z
 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
 a b c d e f g h i j k l m n o p q r s t u v w x y z
 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Sentences:

a b c d e f g h i j k l m n o p q r s t u v w x y z
 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
 a b c d e f g h i j k l m n o p q r s t u v w x y z
 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
 a b c d e f g h i j k l m n o p q r s t u v w x y z
 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
 a b c d e f g h i j k l m n o p q r s t u v w x y z
 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
 a b c d e f g h i j k l m n o p q r s t u v w x y z
 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

volved in rapid shorthand writing, you will realize that the practice of it must necessarily quicken the thinking processes and develop concentration of mind. A keen analytical writer on this subject has said:

"There are at least five distinct mental operations carried on continuously during verbatim reporting:

"First, there is the sensation of sound received by the ear.

"Second, there is the perception by the brain of the word uttered—practically simultaneously with the sensation of hearing in the case of a distinct speaker, but often delayed a large fraction of a second when a speaker drops his voice, or a witness in court has a foreign accent.

"Third, the stenographer must analyze the structure of all the less common words in the sentence, all except the stock words or phrases, which he writes by a practical, automatic habit.

"Fourth, these relatively uncommon words must be put on paper according to the principles of the system employed. This one operation involves many subordinate and infinitely swift efforts of recollection, association and decision.

"Fifth, all these mental operations are carried on while the pen or pencil is from two or three words to an entire sentence behind the speaker—this, of course, in rapid speaking—thereby complicating the situation by compelling memory to keep pace with attention. In other words, while the scribe is writing the predicate of one sentence and analyzing an unfamiliar word in the subject of the next, he is at the same time giving his auditory attention to the predicate of the second sentence then being uttered by the speaker. This is impossible to an untrained mind. The average educated person cannot retain more than perhaps six or eight words of the exact phraseology of a speaker at one time. The competent stenographer can hold up ten, fifteen, twenty words or even more in his memory, while at the same time taxing his mind by the act of writing the words that preceded."

The Right Attitude

It is of the greatest importance that you start with the right attitude towards

the study. Do not look upon shorthand as something that is hard or uninteresting. Quite the contrary, it is a subject full of fascination for the intelligent mind, and it has been studied as a valuable accomplishment by many of the greatest and the wisest men and women. At the present time, the newspapers are giving a great deal of publicity to the fact that one of the candidates for the presidency, Governor Woodrow Wilson, is a writer of shorthand and makes constant use of it in preparing his speeches and magazine articles. Governor Wilson has stated that he wrote his "History of the American People" in shorthand before dictating it to a stenographer, and recently in preparing his 6,000-word speech of acceptance he first wrote the speech in shorthand and afterwards dictated it to a young girl who writes the system you are studying.

To have a mastery of the "lithic and noble art of shorthand," as Lord Roseberry called it in his address to the Shorthand Congress, is something to be proud of as an accomplishment quite apart from its practical usefulness in a thousand ways.

Make up your mind, then, to love shorthand, to find it a delightful recreation, an intellectual pleasure—and bend all your thoughts and energies toward a thorough mastery of it. A great teacher once said to his students: "Give me your undivided attention for five minutes and you will learn more than in a half hour of partial attention." So give to the directions and explanations of your teacher that "undivided attention," and put into the practice of the exercises the greatest enthusiasm and energy of which you are capable.

The Lessons

You will find the instruction given in the Manual very clear and easy to understand. There will be no trouble about understanding the explanations that are given, and there will be no trouble in acquiring skill in writing, if you do the necessary amount of practice work.

The entire system is based upon the alphabet, which is explained in the first six lessons. While it would be possible to give the alphabet at once with the few words illustrating each letter, that plan would not give you sufficient drill on the

To Increase Your Writing Vocabulary

Lesson III

Words:

n l s t p o e
 p z m b n g z
 e l l t e o n l g
 g w i t g g r r
 m g l t s e a n t
 s z z i s s a n e t
 p p l e p a n i b l p
 d o o o o o o b l g z
 o n e l n t w e z
 l o e b e s m n g c e

Sentences:

. l t o n e r e n
 j . c e l l p . o n . v r r
 e e - m i n g e n g z
 e p d . e n s b n o i
 - t p y a n e b l .
 (o o n e p t . o n e p t
 t e y i n g b . i r . d p
 o - t - u i o x m e g
 . l . o n e . b o o t
 l o n e y g p f m l
 n l . o n e p o b . n e

Lesson IV

Words:

p a y l e z t e
 n t l e n e n e
 c p n e n e z x
 o o o o l p t s e n r
 n t o n t s t g t o l
 z i n e s z g y l e z
 o n n n n n n e z
 e p t l e n e - t t
 l e n g n e p y b e n
 c e y e n z n e s e t

Sentences:

e p b . e n e e t
 e b . s p h e , n n e t
 e f . e s t s e t - n g t
 e n n b . e n e z . s t
 e n n n n n t o l . e n
 e n e s t . e n s p h e
 e n l o n e e e e e e
 e n e s t . v o n e e
 e l z . n n e e b . o l
 e n l o n e e e e e e
 e n l o n e e e e e e

various joinings to impress the forms thoroughly on your mind and give you sufficient skill and confidence in writing.

You will recognize, therefore, that as these first six lessons are the foundation of the system, they should be studied with the greatest possible thoroughness. If you do not master them *now*, it will simply mean that your progress later will be slower than that of students who do study and practice the exercises in the right way, and you will have only yourself to blame for this.

First impressions are "lasting," therefore get the *right* impression while going through the lessons, and make that impression vivid and lasting by intense, enthusiastic practice.

Why Repetition is Necessary

There is another thought that comes in here. It is this: In the study of many subjects it is sufficient to *understand* a rule or principle, but this is not the case with shorthand. With shorthand you must know *how* the thing should be done, but you must also be able to do it *rapidly* and accurately. If you cannot write the forms rapidly and well, you will not be able to do high-class work, the kind of work that the business man demands nowadays.

How can this ability to do rapid and accurate work be acquired? The answer is that it can be acquired in the same way that skill is acquired in doing anything, that is, by doing the same thing over and over again until the operation becomes automatic. Would you expect to become skilled in playing baseball by merely understanding the game or by reading a book on the subject? Would you expect to become a skilled musician by going over the exercises two or three times? No! Well, then, why should you think that shorthand is an exception, and that when you understand *how* to write a word that is all that is necessary?

Bear in mind, too, that the facility you gain in writing any word adds to your skill in writing other words. Let us repeat: *every increase in skill in writing any word or phrase increases the skill in all your writing.* Students are apt to say, after they have written a word once or twice, "Oh, I know that word and I am

not likely to meet it often anyway." And that remark shows that they do not appreciate the real purpose or effect of the practice work they are asked to do. When you gain a higher degree of facility in writing any word or phrase, it has the effect of increasing the facility with which you can write any word or phrase in which the same combination of letters occurs.

The Lesson Plates

It is for this reason that we give additional practice matter in the form of plates on the lessons. The more words you write, the more rapid will be your progress towards actual note-taking. By reading and writing the matter in the plates, you will obtain a more thorough grasp of the rules and greater ease in executing the forms.

Form Correct Habits

The habits you are forming *now*, in the first weeks of study, will decide whether or not you are going to be a success or failure in the line of endeavor you have chosen. It is almost hopeless to expect that faulty methods of study, inaccurate and careless notes—leading to inaccurate and worthless transcripts—can be corrected at a later stage of the study. With nine hundred and ninety-nine out of a thousand students the habits formed at the beginning of the study become permanent.



Theory Questions Answered

Question: You say (Manual, Par. 1) to write all words by sound. When one's own pronunciation of a word has always been different from that adopted by the writer of the Manual, which should I follow? E. g. "either."

When taking dictation from a person, should you write his words as he speaks them or as you would speak them?

Answer: In the case of "either," "neither," we give the preference to "e" for the *practical* reason that the small circle is more easily made than the form for the diphthong "i." Where the pronunciation is optional, we usually adopt the form that is more easily written.

In this connection it is interesting to note that writers of the system in England

Thoroughness Now Means Rapid Progress Later

Lesson V

Words: *the first of the**the first of the**the first of the**the first of the**the first of the**the first of the**the first of the**the first of the**the first of the**the first of the**the first of the*Sentences: *the first of the**the first of the**the first of the**the first of the**the first of the**the first of the**the first of the**the first of the**the first of the**the first of the**the first of the**the first of the**the first of the*

Lesson VI

Words: *the first of the**the first of the**the first of the**the first of the**the first of the**the first of the**the first of the**the first of the**the first of the**the first of the**the first of the*Sentences: *the first of the**the first of the**the first of the**the first of the**the first of the**the first of the**the first of the**the first of the**the first of the**the first of the**the first of the**the first of the**the first of the*

adopt forms for words like "schedule," "lieutenant" (in which the pronunciation in England differs considerably from that which is generally used in this country) that differ from those used for the same words here.

In answer to the other question: when a writer of shorthand adopts a form for a particular word and becomes thoroughly familiar with it, he automatically writes that form no matter how the word may be pronounced by the speaker or dictator.

Question: In *Gregg Writer*, January, 1919, page 969, line 5, first phrase: Could this stand for either of the two phrases "in regard to such matters," "in respect to such matters"?

Answer: No; the form for "in respect to such matters" would have another "s." Analyze the forms by writing "in regard," then "such matters;" afterward write "in respect," then "such matters," and this point will be clear to you.

Question: Is "of the" always indicated by proximity?

Answer: No; we do not omit "of the" in phrases like "some of the men," "some of the people," "any of the men," because such phrases might be read "some men," "some people," "any men." The expedient of proximity to express "of the" is safe only between important words; thus, "the education (of the) people," "the principles (of the) party," "the existence (of the) contract," "the preparation (of the) document."

Question: I do not understand the method followed in forming derivatives. When are the added letters joined or disjoined? Why is "nearest" written with "st" disjoined?

Answer: There is some latitude allowed in forming derivatives of abbreviated words. The general practice is to disjoin the letter or letters that are added to the primitive form; thus

7 C 9 9 9

Key: Considerable, expectant, likeable, educative, clearance.

Where the abbreviated form for the primitive words is distinctive, it is unnecessary to disjoin. In many words the presence of a sharp angle, the absence of a vowel between consonants that cannot be sounded together without a connecting vowel, or the fullness of the abbreviated form, render the word so distinctive, so unmistakable, that it is unnecessary to disjoin. For instance, "ans" is very suggestive of "answer," while the presence of a sharp angle before the affix form for "able," and the absence of a connective vowel, leave no possible doubt as to the meaning of the form. Nor could there be any doubt about the word "suggestive," used in the last sentence, if the "v" is joined for "ive."

The list of derivatives given in the June and July issues will be found very helpful, if studied systematically.

As to "nearest": where the primitive word ends with a reversed circle we disjoin the letter or letters added to form the derivative, thus

-e -e 2 1 -9

Key: Nearer, nearest, dearer, dearest, mailable.



HAVE A PURPOSE

HAVE a purpose in life and stick to it. Be sure that you're right—that the purpose is worth your effort, that to win is just the thing, and then stick. Live plain, be honest and work hard. Steady work and plain food will keep a man in the path of rectitude when sermons fail, and contribute not a little to his success. The brain cannot do its best work when sprinkled with the ashes of a dissolute, ill-directed life. Be sure you're right, then stick.

—Dr. Abbott.

THE "Order of Gregg Artists"

is a clan composed of artistic writers of the system, which has for its object the development of artistry in writing. This department is the official spokesman of the clan. Conducted by Alice L. Rinne, O. G. A., 32 S. Wabash Avenue, Chicago, to whom all communications relating to this department should be addressed.



HOW TO BECOME A MEMBER OF THE O. G. A.: Make two copies of the article "O. G. A.'s Test" in your very best shorthand. Send one copy to the editor of this department, the other retain for comparison with the shorthand "plate" which will appear the following month. If your copy possesses the necessary artistic qualities, you will be awarded an "O. G. A." certificate, and your name will appear in the published list of members. An examination fee of twenty-five cents must accompany your test. A test is good only for the current month.

The O. G. A. is a select company of artists, and membership is granted only to those whose notes show unquestionable artistic merit. It is worth your while to try for membership. You may not succeed the first time you try, because the standard is very high. But you will not know until you do try.

The emblem of the clan is a triangle enclosing the characters O. G. A. The left side of the triangle stands for "theory," the right side for "accuracy" and the base for "beauty"—the three qualities that go to make up artistic writing.

About the "O. G. A."

THE many specimens of beautifully written shorthand that we get from our correspondents and the interest that has been taken in the "Plate-writing Exercises" have suggested that these writers of beautiful shorthand should be drawn together into a society—a very select and exclusive society—of those who possess a really artistic style of writing. There are, no doubt, many thousands of Gregg writers in the country who do write a truly artistic style, but their talents have been hidden under a bushel simply because they have not had an opportunity to show their work and to get proper recognition of it—to have it passed upon by a competent board of artists.

The mysterious triangle "O. G. A." at the beginning of this article stands for

the name of the society—the "Order of Gregg Artists"—and its object is to develop and recognize the artists of the profession. Any one can become a member, whether student, teacher or professional writer—the only requirement for membership is to pass the test.

It will thus be seen that the scope of this new department—which is an outgrowth of the "Plate-Writing Exercises"—will be greatly enlarged. It offers the same opportunity to those who merely want to get the practice of writing the "advanced plates" and comparing their work with the shorthand plate that follows in the next number, but it also gives them an opportunity to be ranked among the artists of the profession. The list of those who have qualified will be printed in this department from time to time.

It is hoped that teachers themselves will qualify as members of the "O. G. A." and encourage their students to do so. Independent of the distinction of being a member, the practice gained in writing the plates will be of very great value.



O. G. A. Test

Extract From Governor Wilson's Speech
of Acceptance

Plainly, it is a new age. The tonic of such a time is very exhilarating. It requires self-restraint not to attempt too much, and yet it would be cowardly to attempt too little. The path of duty soberly and bravely trod is the way to service and distinction, and many adventurous feet seek to set out upon it.

There never was a time when impatience and suspicion were more keenly aroused by private power selfishly employed; when jealousy of everything concealed or touched with any purpose not linked with general good, or inconsistent with it, more sharply or immediately displayed itself.

Nor was the country ever more susceptible to unselfish appeals or to the high arguments of

sincere justice. These are the unmistakable symptoms of an awakening. There is the more need for wise counsel because the people are so ready to heed counsel if it be given honestly and in their interest.

It is in the broad light of this new day that we stand face to face—with what? Plainly, not with questions of party, not with a contest for office, not with a petty struggle for advantage, Democrat against Republican, Liberal against Conservative, Progressive against Reactionary. With great questions of right and of justice, rather—questions of national development, of the development of character and of standards of action no less than of a better business system, more free, more equitable, more open to ordinary men, practicable to live under, tolerable to work under, or a better fiscal system whose taxes shall not come out of the pockets of the many to go into the pockets of the few, and within whose intricacies special privilege may not so easily find covert. The forces of the Nation are asserting themselves against every form of special privilege and private control, and are seeking bigger things than they have ever heretofore achieved. They are sweeping away what is unrighteous in order to vindicate once more the essential rights of human life; and, what is very serious for us, they are looking to us for guidance, disinterested guidance, at once honest and fearless.

At such a time, and in the presence of such circumstances, what is the meaning of our platform, and what is our responsibility under it? What are our duty and our purpose? The platform is meant to show that we know what the Nation is thinking about, what it is most concerned about, what it wishes corrected, and what it desires to see attempted that is new and constructive and intended for its long future. But for us it is a very practical document. We are not about to ask the people of the United States to adopt our platform; we are about to ask them to intrust us with office and power and the guidance of their affairs. They will wish to know what sort of men we are and of what definite purpose; what translation of action and of policy we intend to give to the general terms of the platform which the convention at Baltimore put forth, should we be elected.

The platform is not a programme. A programme must consist of measures, administrative acts, and of acts of legislation. The proof of the pudding is the eating thereof. How do we intend to make it edible and digestible? From this time on we shall be under interrogation. How do we expect to handle each of the great matters that must be taken up by the next Congress and the next Administration?



Some News Items

Parkersburg, W. Va., Aug. 3.—The West Virginia Shorthand Reporters' Association, composed of court, legislative and convention reporters, met here to-day for formal organization. The officers elected are: L. E. Schrader, Wheeling, president; O. L. Haight, Clarksburg, and M. L. Davis, Charleston, vice-presidents; Charles V. Price, Welch, secretary; R. S. Douthat, Huntington, treasurer. The next meeting will be held at Charleston during the session of the Legislature.—Huntington (W. Va.) *Herald*.

* * *

Stenographers in the employ of the Central of Georgia Railway have rebelled at the introduction of the dictaphone into the general offices of that corporation.

Two have quit and others threaten similar action. Those stenographers who are afflicted with that common malady called "nerves" complain that the dictaphone is running them crazy. The steady, monotonous voice which the dictaphone horn emits is calculated to drive a nervous person mad, they say. And there are a lot of other faults to be found with the dictaphone.

Young women stenographers who have been used to a pleasant-voiced chief clerk or official dictating claim the dictaphone's voice is harsh, grating, nerve-racking.—Savannah (Ga.) *News*, August 5.

* * *

The third annual convention of the Kentucky Shorthand Reporters' Association will meet at the Phoenix Hotel here to-morrow for a two days' session. The convention will be called to order at 2 o'clock by President Paul Wisenall, of Covington, and practically every court reporter in the state is expected to be in attendance. A shorthand speed contest for the members of the association will be held in which speed certificates and prizes will be awarded.—Louisville *Courier-Journal*, August 9.

OUR grand business is not to see what lies dimly in the distance, but to do what lies nearly at hand.—*Carlyle*.

Miss Tarr Wins National Fame as Governor Wilson's Stenographer

MISS SALOME LANNING TARR, the young Gregg writer who made such a brilliant accuracy record in the Fifth International Shorthand Speed Contest, has added new laurels to her already bright wreath of fame. She sprang into National fame last month when prominent newspapers of the country came out with the announcement that she had taken Governor Wilson's 6,000-word speech of acceptance at 150 words per minute—and that, too, after office hours—and turned in to him the next morning at ten o'clock a transcript that was so perfect that but few slight changes were necessary. The news of the notable achievement soon reached the ears of the throng of newspaper correspondents that are on duty at Governor Wilson's headquarters and the story was scattered far and wide over the country. Part of the *New York Times'* story is as follows:

Special to The New York Times.

SEA GIRT, N. J., Aug. 9.—Through her excellent work in taking from dictation in about an hour Gov. Wilson's entire speech of acceptance of more than 6,000 words, and then preparing a type-written copy of the speech so nearly perfect that only two or three slight changes were found to be necessary, Miss Salome Tarr, a wisp of a girl, 18 years old, from Jersey City, has sprung into sudden favor at the Little White House.

The Jersey City girl seemed a mere child when she appeared at Sea Girt last Friday and announced that she had been sent in response to a request from Gov. Wilson's secretary for a stenographer. She is small for her age. When Walter Measday, the Governor's campaign secretary, glanced up at the young applicant, he assigned her to an inconsequential post in his office. But he began to notice that his letters dictated to her came back to him without errors and with great speed.

On Tuesday evening Gov. Wilson found that he was unable to undertake the dictation of his speech of acceptance at Trenton, where he had

gone to spend the day on State business, and he decided to undertake the task at his home after motoring back from the State House.

At 8:35 o'clock Mr. Measday's stenographer was sharpening up her three pencils after a hard day's work when she was informed that the Governor wished her to come to his library.

"I will take all these pencils," she told the other stenographers; "there's no telling how many I will need."

At 10:35 o'clock the young stenographer came out of the Little White House with three very dull pencils in her hand. One of the Governor's secretaries was with her, and had instructions to see her to her home, as it was rather late. In the intervening time she had taken dictation

steadily at the rate of 150 words per minute, and had the Governor's complete speech in her book of notes. Interruptions had taken up the Governor's time for half of the period she had been in the Little White House.

Next morning Miss Tarr was up and at her desk at 5 o'clock. She worked steadily through the early morning hours, and when Gov. Wilson sent over at 10 o'clock to ask how the transcript of the shorthand notes was progressing, Miss Tarr was able to send him the complete text of his speech.

The New York World said:

From his own shorthand notes, Gov. Wilson last Tuesday night dictat-

ed his speech of acceptance of 6,500 words to an eighteen-year-old girl in less than one hour and a half. The stenographer was Miss Salome Lanning Tarr of No. 513 Jersey Avenue, Jersey City, who has made half a dozen speed records in contests with the best shorthand writers in the country.

Miss Tarr went to the office of Walter Measday, the nominee's campaign secretary, at 5 o'clock Wednesday morning, and before noon she delivered typewritten copies of the speech to the Governor. In making a final revision of the speech, Gov. Wilson found Miss Tarr had made only a few slight errors. Her stenographic record is 230 words a minute. She uses the *Gregg system* and cannot read the Governor's shorthand.

The New York Sun correspondent drew on his imagination and wrote the following:

SALOME L. TARR

SEA GIRT, N. J., Aug. 3.—A young girl appeared at the office of Gov. Wilson at the Little White House a week ago yesterday and timidly asked the candidate's campaign secretary, Walter Measday, for a position. Measday was in a good humor and in need of another stenographer. He assigned the girl to an inconspicuous post in his office, and she went about her work, attracting little attention.

Last Tuesday the Democratic candidate decided he would dictate his speech of acceptance at his home instead of at Trenton, and by that time all the stenographers had gone except the timid little girl. It was too late to get another, and the timid little girl found herself elected for a night job.

At 8:35 P. M. she opened her note book and began to make pothooks. She stopped at 10:25 P. M., and during that time she had taken more than 6,000 words, about 150 a minute. Soon after she got to work the next morning, she turned out the typewritten copy so nearly perfect that only a few changes had to be made in it.

The Governor had expected to get his copy some time late in the afternoon, but when it was handed to him as he arrived at his office at 10 o'clock he and Secretary Measday made inquiries. The timid little girl who could do such work was Miss Salome Tarr, 18 years old, of 513 Jersey Avenue, Jersey City, winner of international contests for speed in stenography and holder of enough stenographic diplomas to cover the whole side of a room, holder of the world's championship for accuracy at 230 words a minute for court stenography and 150 words a minute for solid matter. The Governor was sufficiently impressed to call her from her routine work in Measday's office to do his work. Her friends already have visions of her work in the White House in Washington.

Other papers that have come to our notice that wrote the story up in various ways are: New York Globe, New York Press, Milwaukee News, Trenton American, Baltimore Sun, Hoboken Observer,

Syracuse Herald, Pittsburg Sun, New York Journal, Guthrie (Okla.) Leader, Kansas City Star, Philadelphia North American. Many of the newspapers were gracious enough to mention the fact that Gregg Shorthand is the system used by Miss Tarr. The story as told by the various papers was fairly accurate—about as accurate as the usual newspaper story is.

The real story, though, is this: Last winter Mr. Charles L. Swem reported a speech for Governor Wilson, and when the report was given to him he was so well pleased with it—in fact, said it was the best report he had ever had of one of his speeches—that later, when he was preparing one of his most important political addresses, he sent for Mr. Swem to do the stenographic work on it. Then as soon as the Governor was nominated as the Democratic candidate for the Presidency, he immediately sent for Mr. Swem to join his stenographic staff at Sea Girt. Mr. Swem accepted the position on the understanding that he would be relieved of his work in advance of the Championship Shorthand Contest, in order that he might have an opportunity to prepare for that event. Miss Tarr was sent to take his place during this time. It was inevitable that a girl of her extraordinary skill, both as a shorthand writer and as a typist, would attract the attention of the correspondents at Sea Girt. When the opportunity to do something big came she was ready for it and the work was so good—so far out of the usual—that it became a news story which was eagerly seized upon by the newspapers.



BUT the best way, as I have said, is to stay at school about three times as long as you intended when you began. This is good for the school, but it is better for you, and you are looking out for yourself, or should do so. Learn everything the school can teach you, and then, in order to be sure, learn it again—and if you are less than seventeen years old it wouldn't be a bad idea to try it just once more as a clincher.—*J. N. Kimball.*

Postcarditis

In this department we will publish each month the names of the writers of Gregg Shorthand who desire to exchange postals "written in shorthand" with other writers of the system in any part of the world. Every applicant must be a subscriber to this magazine. Names are not repeated after first publication. The application for enrollment must be written in shorthand, with the name and address in longhand. Conducted by Merritt Brown, care of Gregg Writer Chicago, Illinois to whom all communications relating to this department should be addressed.

SOME of our new subscribers, who are with us for the first time this September, may not understand from the heading of this department just what "Postcarditis" means, and a word of explanation is due them.

This little corner was set aside nearly three years ago while the craze for post cards was at its height, amounting almost to an epidemic (from which we derived the medical termination!). The suggestion came from one of our readers that we establish an Exchange where those other enthusiasts who were desirous of corresponding in shorthand with fellow writers of the system all over the world could register their enthusiasm along with names and addresses. And so popular has the idea proved that a directory of new members has appeared in every issue since that time. Added to the fascination always connected with the exchange of post cards, the pleasure and stimulus to their own shorthand practice has drawn more than a thousand of our writers into the circle. It is great fun, and until you have tried it you do not realize what help you can bring to your work by reading others' shorthand and exchanging with them ideas, outlines and friendly criticism.

The contagion is now so widespread that some of the earlier members, although they may still be active, have too large a list of correspondents to be able to welcome each newcomer. But if you will make known in your application what line of work you are engaged in—legal, railroad, insurance, publishing, whatever it happens to be—or what your "pet" hobby is, you will be sure to find a fellow member with similar interests. Some are particularly interested in reporting work, in adapting shorthand to other languages than English, in amateur photography, in vocabulary building, in a score of sub-

jects which may be just what appeals to you. If you have a preference and will tell about it when you first join, it will put you in touch with kindred spirits at the start.

It was our idea for the beginning of the new volume this month to inaugurate a "classified directory" for this purpose, but so few gave any details or mentioned preferences that it was impossible to begin with this number. Let's start with October. Shall we? Who are you and what do you want?

The October list will be open for enrollments until September 18.

The Latest Entries

Evelyn Alexander, Aurora, Kans. (Prefers scenic cards especially from the Western States, but will answer all.)

Mrs. John W. Asby, High Falls, Ulster Co., N. Y.

C. J. Blake, 1906 Oliver Ave. N., Minneapolis, Minn.

Lillian Bowen, Berlin, Worcester Co., Md. (Landscape postals preferred.)

Inez Bristow, Sullivan, Ill.

Arthur Cook, 1901 Harrison St., Kansas City, Mo. (Will answer all cards; would like a view of every Carnegie Library in the United States.)

Elizabeth Dassow, 423 Second St. W., Menomonie, Wis.

Eula Mae Deardorf, 1311 Sherman Ave., Denver, Colo. (Will answer all cards.)

Anna Dykes, Rock Springs, Wyo.

Frank J. Fay, 194 First St., Jersey City, N. J.

Claude Fehlberg, 921 Farnam St., La Crosse, Wis. (Desires to correspond with writers in other countries, but will answer promptly, with beautiful scenes in and about LaCrosse, all cards received.)

Emanuel H. Gale, 757 Avenue E., Bayonne, N. J.

Rudolph Grabusch, 244 E. 38th St., New York City.

Winifred Grant, 385 S. Franklin St., Denver, Colo. (Prefers views of foreign cities and towns, but will answer all cards.)

Dorothy Hagen, E. 911 Illinois Ave., Spokane, Wash.

The GREGG WRITER

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Edited by JOHN ROBERT GREGG

VOL. XV

SEPTEMBER 15, 1912

No. 1

The Times Editorial on Miss Tarr's Work

MANY thousands of young people will take up the study of shorthand this month, and they could make no better start toward getting a correct view point of what their work means than to read and digest the opening sentence of the following editorial that appeared in the *New York Times* of August 4:

Gov. Wilson's Champion "Typist"

If every big business man and Governmental executive could have the services of a stenographer who could transcribe rapidly and perfectly, from dictation involving a complete command of English and its punctuation, delivered at the rate of 150 words a minute, the daily work of the Nation would be expedited. Unfortunately, little *Miss Salome Tarr*, who took Gov. Wilson's 6,000-word speech of acceptance at this speed on Thursday evening, and rose at five the next morning, presenting him with a transcript when he arrived at his desk, "so nearly perfect that only two or three slight changes" were needed, is exceptional. But there are many quite as anxious as the Governor, who is something of a shorthand writer himself, to have their letters and documents prepared by competent hands.

The work of transcribing Gov. Wilson's speech was not so very rapid. Miss Tarr is the world's champion, however, for accuracy

in taking dictation at a high speed. Her record of 230 words a minute for court testimony and 190 words a minute on "solid matter," that is, allowing for interruptions and variations, is marvelous enough. Those who have been privileged to hear Gov. Wilson know that his enunciation is remarkably distinct, and the speed of 150 words a minute, at which he dictated, must have seemed to the little woman not excessive. The dictation was not along the narrow grooves of a special office vocabulary. Shorthand is not an exact system; at best it is a method of mnemonics. But the occasion was impressive. The young typist heard for the first time words for which the whole country is waiting. They fell on responsive ears, and nerves and muscles were delicately co-ordinated to make a faithful record. Miss Tarr says she has been employed as a "demonstrator" for the system she is using. One shorthand system is as good as another—it is all a matter of nerves and brain. It is the good users of any system that are difficult to find.

The *Times* has placed a reasonable standard for stenographic efficiency in that one opening sentence. And yet the *Times* thinks it is exceptional—and it is. But ought it to be? We think it ought not to be. It ought to be the goal of each stenographer to at least reach the degree of skill mentioned by the *Times*.

The *Times* makes a statement that will

be appreciated by every business man and every school man, when it says, "But there are many quite as anxious as the Governor, who is something of a shorthand writer himself, to have their letters and documents prepared by competent hands." There is a constant, insistent demand for just that kind of work. The stenographer who is able to do it will always be in demand. He will have but little competition simply for the reason that the average stenographer will not pay the price of that efficiency.

While the view point of the *Times* on the points mentioned is absolutely sound, it displays a woeful lack of knowledge on the subject of modern shorthand systems when it states that "shorthand is not an exact system; at best it is a method of mnemonics." It is evident that the writer of the editorial had in mind the old-time geometrical systems of shorthand. To some extent the statement may apply to them, but it does not apply to the system Miss Tarr writes, as we all know. That fact was conclusively shown from the results in the transcribing contests recently conducted in this magazine, when numerous correct transcripts were submitted by writers from reporting notes that they had never before seen and from matter which they had never heard. The question of memory was therefore entirely eliminated.

The *Times* makes another statement that will be questioned by every writer of shorthand—and the diverging opinions will be just as numerous as there are shorthand systems. That is, that "one shorthand system is as good as another—it is all a matter of nerves and brain." The results in the Fifth International Shorthand Speed Contest in which Gregg writers won first, second and third places, pretty effectively dispose of that theory. And the theory was still further disproved in the shorthand contests of the National Shorthand Reporters' Association at Buffalo last year when the work of a Gregg Shorthand writer of less than three years' experience was superior to that of many seasoned writers of the old-time systems of from seven to twenty years' experience.

There is another point in the editorial that should be heeded by those who are taking up the profession of shorthand

writers and that is that Governor Wilson's dictation "was not along the narrow grooves of a special office vocabulary." The stenographer who has confined himself to taking dictation of simple business letters would find himself hopelessly at sea in taking the dictation of a man like Governor Wilson. Miss Tarr showed the value of the training she received in preparing for the shorthand contests at Washington, when the dictation was given on a great variety of topics. She had a shorthand vocabulary that was equal to the occasion—along with the necessary speed.



The "Success Temperament"

IN reading a story in one of the popular magazines the other day we came across a passage which we thought worth preserving, because it describes with remarkable acuteness the qualities essential to success in anything. Here is the passage:

She had discovered how rare is the temperament, the combination of intelligence and tenacity, that makes for success.

She had learned that most people, judged by any standard, are almost hopeless failures, that most of the more or less successful are so merely because the world has an enormous amount of important work to be done, even though half-way, and has no one but these half-competents to do it.

As incompetence in a man would be tolerated where it would not be in a woman, obviously a woman, to get on, must have the real temperament of success.

We wish we could bring home to every ambitious young man and woman the tremendous significance of that passage. "Intelligence and tenacity!" There you have it—the success "secret."

It has been our good fortune to know a great many successful men and women in almost all lines of human effort, and we have never known one of them who was not possessed of the combination of qualities mentioned in the above extract.

In our own particular sphere of work we have been instrumental in helping many young people to make a start towards the higher levels, and all those who had that combination of qualities have won distinction and material success. On the other hand, we have seen a number

who, after making a promising start, failed to achieve anything notable. Almost invariably the explanation has been that while they had intelligence they lacked the tenacity of purpose necessary to make that intelligence really effective. Few of these realize the cause; they attribute the success of others to "luck" or "pull," and their own failure to anything but the real cause.

And while we are at it, we may as well add another quotation—this one from Charles Dickens, who began his wonderful career as a writer of shorthand:

Whatever I have tried to do in my life, I have tried with all my heart to do well. What I have devoted myself to, I have devoted myself to completely. Never to put my hand to anything on which I could not throw my whole self, and never to affect depreciation of my work, whatever it was, I find now to have been golden rules.

Both these quotations are worth copying and memorizing. If you are still in school, paste them in your text-book; if you are out of school, hang them over your desk.

They embody the greatest "secrets" of success.



Still Higher!

ELSEWHERE in this number of the magazine will be found a report of the contest for the shorthand championship. It was evident that the interest taken by the audience centered on Mr. Swem. His record of 268 words a minute—just one word a minute below the previous world's record—was the sensational feature of the contest. It was evident to all observers that Mr. Swem was affected by the conditions. He was not seasoned to public performance by previous daily work in the courts, and he was conscious that he was pitted against twenty-three contestants writing other systems, including all the four former holders of the championship.

That a young man nineteen years of age, who began the study of shorthand in a night school less than four years before the contest, and who has never reported in court, should defeat all of the former champions but one was naturally regarded as an astounding feat by those

who were not familiar with the system written by Mr. Swem. The records made by him on all three tests established beyond question the great speed and accuracy of Gregg Shorthand. It established, too, the fact that with the system he writes speed can be acquired in about one-half the time necessary with the old-time systems.



Brevities

Pressure on our space this month precludes our beginning the notices of changes in the locations of teachers and other school news. The first installment will appear next month.

* * *

Our readers are reminded that Saturday is our Visitors' Day at all our offices. Note the addresses: New York—Townsend Bldg., corner Broadway and 25th. Chicago—Thomas Church Bldg., 32 So. Wabash Ave. San Francisco—Phelan Bldg., 760 Market St. All writers and teachers are cordially invited to visit our offices.

* * *

The annual "Roll of Honor," giving particulars of the clubs of subscriptions received from our teacher friends in the past year, has been crowded out this month. Next month we shall announce the "Century Class."

* * *

Immediately after the speed contest Mr. Swem went to Sea Girt, N. J., to resume his work as reporter for Gov. Wilson in the campaign.

Next month we shall publish a specimen page of Mr. Swem's contest notes.

* * *

Last month the "Typewriter World and Commercial School Review" was sold at public sale for \$650. It is announced by the new proprietors that in future it will be published under the name by which it was known for about a quarter of a century—*The Phonographic World*—and that there will be no change in its policy.

Mr. A. M. Adams, who has had experience in the Federal courts as well as in school and editorial work, is president of the new company and editor of the magazine. Dr. W. D. Bridges, known for forty

years to the reporters of the country, is associate editor.

* * *

The shorthand "Evercirculator" correspondence clubs are increasing in number. But still more gratifying is the high order of excellence of the contributions. Every teacher, shorthand reporter, or expert writer would derive a great deal of pleasure and practical benefit from joining one of the Evercirculators. The director of the Evercirculators, Miss Kitty Dixon, Gregg School, Chicago, informs us that she is about to form several new groups. Those who wish to join should communicate with her.

* * *

The famous Beale collection of shorthand books, and also the shorthand library of the National Shorthand Reporters' Association, are to be placed with the New York Public Library.

Some important acquisitions to the collections are expected in the near future, which will result in making the shorthand collection in the New York Public Library the largest in the world, with the exception of the library of the Royal Stenographic Institute of Dresden.

* * *

Mr. Raymond P. Kelley, formerly secretary of the Gregg Publishing Company, and for the past few years manager of the school department of the Remington Typewriter Company, has resigned his position and accepted a position as principal of the shorthand department of the Blair Business College, Spokane, Wash. We understand that Mr. Kelley's departure from the typewriting field is due to his desire to escape from the constant traveling which his position with the Remington Company involved. He has invested in an orchard or a fruit farm in the Spokane Valley, so Mr. Kelley's change represents not only a move "back to the schoolroom," but also a move "back to the land." Needless to say, we welcome the redoubtable R. P. K. back to the teaching profession in which he was prominent in former years, and he has our best wishes for success in his new location.

* * *

It is announced that Mr. Harry C. Spillman has been selected to succeed Mr.

Raymond P. Kelley as manager of the School Department of the Remington Typewriter Company, with headquarters in New York City. Mr. Spillman is favorably known to school managers, commercial and shorthand teachers in all parts of the country. He was one of the most active members of the High School Commercial Teachers' Association of the commercial teachers' section of the N. E. A., and of the Gregg Shorthand Association. For the past two or three years he has been in charge of the Employment and School Departments of the Remington office in New York City, and that his work was well done is evidenced by his promotion to the position he now holds—a position which has grown in importance, responsibilities and possibilities since the consolidation of the Remington, Smith Premier and Monarch offices. The many friends of Mr. Spillman will join us in extending to him hearty good wishes for success in his new sphere of work.

Obituary

We learn with great regret of the death of Mr. James D. Macnab, Principal of the Commercial Department of the Plainfield (N. J.) High School. Mr. Macnab died suddenly while on his vacation. The *Plainfield Courier-News* says:

Mr. Macnab was one of the best known teachers in the city public schools, having been a teacher of commercial subjects in the high school for the past twelve years. He built this department of the local schools up to one of practical efficiency and gave his whole soul to his work. He was a capable systematizer and a man who took a profound interest in the activities of the school. For many years Mr. Macnab had been the business adviser of *The Oracle*, the school paper, and put that publication on a firm footing.

We knew Mr. Macnab personally for many years and had a very high regard for him. Many of our readers will remember the very valuable contribution he made to the G. S. A. when he sent the Association a complete series of his examination papers, which were printed in the published proceedings of the 1909 convention.

We extend to his widow and children our profound sympathy in their great bereavement.

Paper Correspondence

(The key to this plate will be given next month.)

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704. 705. 706. 707. 708. 709. 710. 711. 712. 713. 714. 715. 716. 717. 718. 719. 720. 721. 722. 723. 724. 725. 726. 727. 728. 729. 730. 731. 732. 733. 734. 735. 736. 737. 738. 739. 740. 741. 742. 743. 744. 745. 746. 747. 748. 749. 750. 751. 752. 753. 754. 755. 756. 757. 758. 759. 760. 761. 762. 763. 764. 765. 766. 767. 768. 769. 770. 771. 772. 773. 774. 775. 776. 777. 778. 779. 780. 781. 782. 783. 784. 785. 786. 787. 788. 789. 790. 791. 792. 793. 794. 795. 796. 797. 798. 799. 800. 801. 802. 803. 804. 805. 806. 807. 808. 809. 810. 811. 812. 813. 814. 815. 816. 817. 818. 819. 820. 821. 822. 823. 824. 825. 826. 827. 828. 829. 830. 831. 832. 833. 834. 835. 836. 837. 838. 839. 840. 841. 842. 843. 844. 845. 846. 847. 848. 849. 850. 851. 852. 853. 854. 855. 856. 857. 858. 859. 860. 861. 862. 863. 864. 865. 866. 867. 868. 869. 870. 871. 872. 873. 874. 875. 876. 877. 878. 879. 880. 881. 882. 883. 884. 885. 886. 887. 888. 889. 890. 891. 892. 893. 894. 895. 896. 897. 898. 899. 900. 901. 902. 903. 904. 905. 906. 907. 908. 909. 910. 911. 912. 913. 914. 915. 916. 917. 918. 919. 920. 921. 922. 923. 924. 925. 926. 927. 928. 929. 930. 931. 932. 933. 934. 935. 936. 937. 938. 939. 940. 941. 942. 943. 944. 945. 946. 947. 948. 949. 950. 951. 952. 953. 954. 955. 956. 957. 958. 959. 960. 961. 962. 963. 964. 965. 966. 967. 968. 969. 970. 971. 972. 973. 974. 975. 976. 977. 978. 979. 980. 981. 982. 983. 984. 985. 986. 987. 988. 989. 990. 991. 992. 993. 994. 995. 996. 997. 998. 999. 1000.

Talks on Office Training

The First Step

The Point of View in Business

THE *Gregg Writer* this month will be read for the first time by thousands who are just entering a profession that is teeming with possibilities for worthy accomplishment. Whether or not the big majority of these will reach the goal of their aspirations will depend largely upon the point of view they take of business as a whole, and the particular phase of it to which they have begun to bend their energies. This little talk is going to be a few suggestions that may possibly assist in placing things in the right perspective.

Your Own Point of View

Let us consider the question first from your own point of view. What is your object in taking up this line of work? Ninety-nine out of a hundred—or perhaps more—will say, "Why, to get a position." From the strictly practical point of view that is true—and it is just the answer that for the purpose of this article I would want you to make. It will give me an opportunity to say a few things that will perhaps bring home to you the responsibility that rests upon you.

In that point of view there lies a very great danger, and the danger is this—taking that view point, you will look over the situation and will give to it a very superficial study; you will proceed to do *only just as little as possible* to "get a position." You will underestimate the importance of your work, put forth the minimum effort to attain the end sought—to "get a position." You will regard your work as a simple expedient, a temporary make-shift. The result will be poor preparation. You will make just the ordinary

effort; your work will be just ordinary; you will put yourself on the level with just ordinary workers, and in the end you will earn just ordinary wages. Surely that is not a very high ideal.

In every big city there is a vast army of jobless "stenographers" and office workers who started out with that point of view—who did not possess the vision to look beyond the present moment away into the future. To them, "getting a position" was all that was necessary to add everything else—riches, reputation, fame. They thought that merely "getting a position" would place them in touch with men who would instantly recognize the superiority of their talents and advance them to places of responsibility—and big pay. The young man or young woman who looks upon a course in business merely as a stepping-stone into a position will be tragically disappointed.

In reality, what you get out of the course in your school—plus whatever natural ability and brain power you already possess and develop—will be your stock in trade, your capital. What you learn in the shorthand, typewriting and office training course is simply to prepare you for a definite and much-in-demand *service* in the world's work—a real and worthy service. That it gives you the opportunity to render a service for which business men will *pay well* is only incidental. It is true from the hard, cold business point of view, your service is simply a commodity like everything else. The better it is, the more useful it is, the greater will be the demand for it and the greater will be the reward. But more than this, from your own view point, the view point of self-development,

it gives you an opportunity for self-expression, and whether you know it or not, your work expresses you. To the practiced eye it reveals all the characteristics of your individuality—throws out on the screen a picture, bold and strong, of just what you *are*. You can no more conceal the true meaning of that picture than you can conceal the characteristics of your walk, your voice, or your presence.

The worker who lets the gold in his pay envelope tincture all of his work is not slated for the position farther up. The ideal must be higher than that. To reach the higher place, the place where you can continue to grow and expand in breadth of view, in character and in service-power, there must be "joy in achievement." You must like to do things and do them well for the pure exhilaration of accomplishment. A man is rarely, if ever, advanced to the higher place till he has been *tested* in the lower. The quality of his work in the humbler position is a pretty accurate indication of his fitness for the higher place.

The Employer's Point of View

But to get the true perspective you must also consider the business man's point of view. You must do just what the good advertising writer does—simply reverse the process and look at the matter through the eye of the purchaser instead of the seller. What will the business man expect of you? He hires you to do certain work that you can supposedly do better and more economically than he can do it himself. He has a right, if you hire yourself to him as a stenographer, to expect that you *know* your business. It is self-evident that the more time he has to spend in instructing you about your own work, the less value you will be to him. Supervision always costs money. He employs you both for what you know and what you can do. The higher your technical skill, the more you know about business itself, and the more reliable you are, the more valuable you will be.

The constant demand from all sides is for greater efficiency—and that particularly is the inexorable law of modern business. With this much established, it should be obvious that the first essential to become successful in the work you have undertaken is to make yourself thoroughly proficient in every phase of your work—

to make yourself just as expert in every stage of it as it is possible to become. In the first place it is a business necessity, and in the second place your advancement depends upon it.

There is another point, from the business man's point of view, that it is well to consider. Every business man nowadays who employs any sort of assistants above those in the most ordinary positions, has two things in view. One is the *immediate worth* of the assistant to him, and the other is the possibility for his growth in the business and his future value. It is not business economy to employ assistants, get them "broken in" to the work, and then let them go elsewhere. The business man is constantly looking for the employee who can be advanced to the higher place. You can place yourself in line for this promotion by knowing your business well. The more you know about it when you start the more rapid will be your advancement. Therefore, it will be simple business foresight on your part to make yourself as competent in the work you are to undertake as you possibly can.

The Wider Scope

The work of the stenographer has grown beyond the narrow field of taking dictation and typing it out, valuable as those functions are. The stenographer is now expected to know the mechanics of business. The scope of his work is widened, and this fact is as important to the stenographer himself as it is to the business man. These new activities of the stenographer have been grouped in a course called "Office Training" and include a great variety of work that is both interesting and profitable. Your employer will expect you to know about these things, and, more than that, to be fairly expert in handling the work that comes under this classification. These questions—to which this talk on the "Point of View" is merely preliminary—will be discussed in this department in the next few numbers.



Ideas for the Typist

Concentration—An Important Factor

I find that to be a true success as a typist requires as much concentration of the mind as does almost any other line of work. It

is very hard to type a letter correctly when one of my co-workers who happens to be idle, passes a remark which takes my mind away from my work.

If possible, have your desk placed in a secluded part of the office where the rest of the office force is least likely to pass often. Then, instead of planning on what you are going to do when you get through, "go to" your letters and get them out as soon as possible, even if the "boss" will not be on hand to sign them as soon as they are completed. I also find that the time to get in the best work is while the boss is out of the office, for while he is in he is very likely to find some miscellaneous work which you least expect, so it is a good thing to be ready in the event of such a circumstance.

Above all, take a deep interest in your work whatever it may be and show your employer that you are working in his interest. Use tact in answering his inquiries and say as little as possible—that is, as long as you say all that is necessary. Ask as few questions as possible but think out what he wants done and study out the way he wants things done, for all men are notional. In short, protect yourself from any chance for him to find fault. This is bound to insure success.—*Melvin J. Scoville, Minneapolis, Minn.*

"Thinking" Errors

In summing up my shortcomings as a stenographer, I found that my principal drawback in getting out typewritten work in a rush was in making errors and having to erase them. So I set about to remedy the trouble. I find that if I am continually thinking of errors and expecting to make them, I am more apt to do so, and I now reverse the situation by trying not to think of errors at all and find it is helping me considerably to do better work.—*Flaina Patterson, Arkadelphia, Ark.*

Addresses on Carbon Copies of Letters

In making several carbon copies of a letter, if it is desired to address them to different persons, this can be done in the following manner: Place pieces of paper between the letter sheet and the carbon to prevent the former from receiving an impression not intended for it, then protect the outside sheet by putting a piece of

paper between it and the ribbon. Remove one piece of paper and write a name and address. Replace the paper after the name and address are written, and remove another, write the name and address, afterwards replacing the piece of paper as before, and so on till each letter sheet has received a name and address. The outside sheet can be written upon by removing the piece of paper between it and the ribbon. *Gordon Sheppard, Culver, Ind.*

Comparing Figures in Tabulated Work

In many offices stenographers have a great deal of tabulating work to do, especially work in which the figures are arranged in a rough way and added by some one else in the office. This is especially true where the stenographer is required to type invoices which have been previously computed by the bookkeeper or shipping clerk. It is usually found very tiring to the eyes to compare the typewritten work with the pen-written copy with a view of detecting errors in the long list of figures. A good plan to verify the correctness of such work is this: After the invoice has been completed, add it carefully, using the typewritten figures. If the total tallies with the original, the work, of course, is correct. This method will be found very advantageous from the fact that it is less irksome than comparing each separate figure; errors in addition are sometimes detected, which otherwise would go uncorrected and cause annoyance, and sometimes loss; it keeps the stenographer from getting "rusty" in addition, which is often the case where no such duty is included in his daily task; it saves time, which is a very important factor in a stenographer's routine.—*Bertha Kaler, Phillipsburg, N. J.*



Typewriting Contest at Butte, Montana

Mr. V. E. Madray, Director of the Department of Commerce of the Butte, Montana, High School, sends us the following account of the typewriting contest, which appeared in the "Inter Mountain:"

In the first speed contest on typewriters ever held by the commercial department of the

Butte High School, Miss Margaret Garvin, Miss Sarah Gordon and Miss Elizabeth Jennings each wrote 50 words per minute for 10 minutes from unfamiliar copy. A gold medal, presented by the typewriter company whose make of machine was used in the contest, was awarded to Miss Garvin, who averaged two points more than Misses Gordon and Jennings on an average of four tests, including the 10-minute test yesterday, the first test being held on November 11 of last year.

Twenty-one pupils were in the contest, which was under the supervision of Miss Katherine Moore, who has charge of this department in the high school. The pupils used the touch system exclusively and eight of them averaged 40 or more words per minute, a decided increase over their first speed test, held last November, Miss Garvin more than doubling her record of that date, while Miss Gordon increased from 18 to 50 and Miss Jennings from 20 to 50 words per minute. In the contest yesterday Miss Garvin would have averaged better than 50 words but for the fact that she dropped her paper when the signal was given to start and through nervousness due to the medal contest she fumbled with it for nearly half a minute before she picked it up from the floor and placed it in the machine.

"I am more than pleased with the progress shown by the class since the first speed test was held," said Miss Moore. "The pupils have all shown great improvement, not only in speed, but in accuracy. In this medal test none of the pupils had any idea of the style of copy they were to write and many of the words in the test were uncommon, while quotation and other marks were inserted liberally throughout the copy."

The following record of the first test, as compared to the gold medal test yesterday, shows that all of the pupils increased their records 100 to 300 per cent:

| | First
test
Nov. 17 | Final
test
May 22 |
|-------------------------|--------------------------|-------------------------|
| Margaret Garvin | 24 | 50 |
| Sarah Gordon | 18 | 50 |
| Eliza Jennings | 20 | 50 |
| Avie Parker | 28 | 42 |
| Alta Scott | 26 | 43 |
| Ruth Neal | 28 | 42 |
| Maud Gagnon | 31 | 41 |
| Howard Carlson | 33 | 40 |
| Lorraine McMullen | 24 | 38 |
| Milton Williams | 25 | 38 |
| Irene Nelson | 19 | 36 |
| Julia Barry | 15 | 35 |
| Jessie Stevenson | 21 | 34 |
| Ray Stanaway | 21 | 34 |
| Leone Stanley | 10 | 32 |
| Mae Lynch | 15 | 32 |
| Hazel Barean | 20 | 32 |
| Amanda Binder | 15 | 31 |
| Ida Christman | 10 | 31 |
| Alice Weinberg | 25 | 31 |
| Elizabeth Kehoe | 15 | 21 |

The students in the Butte High School have but one period of forty-five minutes a day practice on the typewriter, and, besides the technical work, carry all of the subjects of the regular high school course.

The results show the splendid effect of "Rational" training under high school conditions.



Tabulation Specimens Wanted

I should like to reproduce in this department some specimens of artistic and practical tabulation, and to stimulate competition will offer two rewards as follows:

1st, Class A. For the best specimen of tabulation submitted a copy of "Office Training for Stenographers."

2d, Class B. For the best specimen showing a similar use of the typewriter as is illustrated in the typewriter sketches, a Gregg pin or button. Contest closes October 15. Announcement in November number.



Wireless Shorthand

Mr. and Mrs. John R. Gregg are now touring Germany and France. While abroad Mr. Gregg plans to make a thorough study of the German commercial schools and will probably be able to make some valuable and interesting contributions on the subject. Germany's great commercial expansion and the success of her methods are of very great interest to commercial teachers and business men generally.

The Greggs sailed on the new French liner "La France" on her first eastward trip. As the steamer left the pier, Mr. Gregg kept up a constant communication with his friends on shore by means of Gregg "wireless"—merely tracing the shorthand characters in the air. Mr. Charles L. Swem acted as the receiving operator. Bystanders were very much amazed at the peculiar motions Mr. Swem made, as he traced the characters in the air, and gathered around the group trying to find out what it was all about.—From *Gem City Magazine*, Quincy, Ill.

Shorthand Speedgram No. 12

[Under this heading we shall print, from time to time, pithy suggestions as to the methods of acquiring speed in shorthand writing. These suggestions will be selected from the writings of eminent shorthand writers.—*Editor.*]

How to Write the New Words

TO get speed in shorthand you must learn to write unfamiliar words. Enlarge your vocabulary by making a mental note of any word over the outline of which you are puzzled. The amateur will meet with them constantly. When taking dictation, do not stop your dictator, but make an attempt to write the word and draw a circle around it. When the dictation is finished return to it. If you have a long outline, don't be satisfied with it, work at it until you have discovered a briefer form, which will be even more legible. Apply the rules, and when you have found the best outline, practice it until you can write it with facility—and then it will never bother you again. If this be done intelligently with every new word, you will be astonished to find how in a very little while, as your capacity for handling the word-building principles increases, the most difficult words will become easy.

Don't write a new word in longhand—it discloses your weakness, and will cause others to lose confidence in your ability, besides having a pernicious effect on you. Write the word in shorthand to the best of your ability, and, as the esteemed author of our system says, "put a ring around it," as a reminder, so that you may get the best form later on by your own efforts, from the teacher, or from the shorthand dictionary.

You will be assisted much in writing new and uncommon words, if you will occasionally review your text-book. Review all the principles and characters in the text-book, and you will be astonished to find what a number you have forgotten, if you have not kept up frequent reviews. A careful review, occasionally, will give you greater fluency, better outlines, better work, greater ease in reading, will save questioning the teacher, promote self-reliance, enlarge your vocabulary and consequently increase speed.

Real Shorthand

By Richard W. Scanlan

[Reprinted from the *Bundaberg Mail*, Australia, June 5, 1912]

WHO has not wished for a rapid system of writing similar to long-hand, but brief and legible and easy to learn? An ideal system is one which could be scribbled at the highest speeds like our usual writing without risk of trouble in reading afterwards. Until a few years ago no such system existed, and we older folks had to wade painfully through dark forests of thick and thin strokes, of severe straight lines and circular curves running to every point of the compass, disjoined vowels, or positions—"above, on, and through the line"—with an enormous host of wordsigns, "distinguished" words, arbitrary phrase forms, "skeleton" outlines, and other stenographic paraphernalia, running into some 5,000 or 6,000 characters, which had to be thoroughly memorized for instant use before a correct and rapid rate of speed could be attained! No wonder that so many students fainted heart-broken by the way.

When the whole mountains of theory had been learned by heart, the student was compelled to keep in constant practice, for the production of thin and thick strokes is similar to the technique of a violin or piano, and high speed can be maintained only by unremitting toil day by day. Partly through curiosity and partly through interest, the writer began Pitman's shorthand in his early teens, and had to give many hours of his spare time for several years to its study before reaching the very moderate pace of 100 words per minute, and it took two years more of hard practice to attain verbatim speed of 150 to 180 words per minute. How fortunate are the young people of these days who can master all the theory and practice to ensure the 100 per minute rate in six months by the study of Gregg Shorthand, that most incomparable and perfect system of brief writing, in which science and art walk hand in hand, producing graceful curves and flowing outlines which are as pleasing to the artistic sense as they are conducive to speed, legibility and ease of execution. It is now some three years since I first bought

the Gregg manual for the purpose of "exposing" what I considered its extravagant claims. I became so charmed with it, that having mastered all its theory in fourteen days, I wrote my opinion respecting the system to Mr. Gregg himself, using his own shorthand to express them. Soon after that the Gregg system was adopted in the Brisbane Central Technical College and at most other progressive colleges in Queensland with full departmental approval. Mr. Guilbert Pitman resigned (after holding for twenty years) the management of the great business founded by his uncle, the late Sir Isaac Pitman, and is now representing Mr. Gregg in the United Kingdom with conspicuous success. Mr. Pitman declares Gregg shorthand to be "pre-eminently the shorthand for the English language," and every expert of repute who has carefully examined it agrees with Mr. Pitman's verdict. But the reports of recent victory gained in shorthand contests by Mr. Gregg's young pupils of seventeen to nineteen years of age against experienced professional writers of Pitman's system up to forty years of age, read like pages out of the Arabian Nights. A boy of sixteen named Chas. L. Swem, who "picked up" Gregg shorthand at night school, wrote 165 words per minute on difficult unseen matter for "turn" of five minutes. He has lately beaten skilled men and women at contests in America, writing 240 per minute and over with 99.6 per cent perfect transcriptions.

There are no thin and thick strokes, the vowels consist of circles and loops freely written in wherever wanted, the consonants are formed from curves or lines of longhand letters and all on the same slope as our usual writing; but the beauty and elegance of Gregg shorthand is appreciated by all who see it, while its brevity excels that of any other system by over twenty per cent. No other accomplishment gives the holder his money back sooner than rapid and accurate shorthand, and Mr. Gregg's system is at least a century ahead of all other methods in every respect.

Q's and A's

Conducted by Alice M. Hunter, 32 South Wabash Avenue, Chicago, to whom all communications relating to this department should be addressed. Answers to the questions in this issue must be in our hands by October 15, and will be published in the November number. An award of 50c is given each month for the best answer received on each question. Twenty-five cents each for all other contributions published.

Arnold Bennett on Shorthand

THERE is to-day no more prominent figure in the world of English letters than Arnold Bennett. He has written so much, he has written so well, and what he has written and said has been so widely discussed that no lesser a critic than William Dean Howells in writing of him has said: "One of the slighter trials of the adventurer in the uncharted seas of literature is to have tardier navigators hailing him under their laggard sails, or the smoke-stack of their twin-screw, turbine, separate-tabled, thirty-thousand-tonner, and bellowing through their trumpets, so that all the waste may hear, the insulting question whether he has ever sighted such and such islands, or sojourned on the shores of such and such continents; islands where he has loitered whole summers away, continents where he has already founded colonies of enthusiastic settlers. Probably the most vexing thing in the whole experience of Columbus was having Vespucci asking him whether he had happened to notice a new hemisphere on his way to India."

It is precisely with this feeling that we venture to call attention to what Mr. Bennett has to say of shorthand. His comments on this subject are, however, too good to risk any shorthand enthusiast's leaving undiscovered. The "snatches" quoted below are from *Hilda Lesways* and they most emphatically "speak for themselves."

"Oh! shorthand—yes. I've heard of it. But why?"

"Why? It's going to be the great thing of the future. There never was anything like it!"

"But does it lead to anything?" she inquired, with her strong sense of intrinsic values.

"I should say it did," he answered. "It leads to everything! There's nothing it won't lead to!

It's the key of the future. You'll see. Look at Dayson. He's taken it up, and now he's giving lessons in it. He's got a room over his aunt's. I can tell you he staggered me. He wrote in shorthand as fast as ever I could read to him, and then he read out when he'd written, without a single slip. I'm having one of my chaps taught. I'm paying for the lessons. I thought of learning myself—yes, really! Oh! It's a thing that'll revolutionize all business and secretarial work and so on—revolutionize it! And it's spreading. It'll be the Open Sesame to everything. Anybody that can write a hundred and twenty words a minute'll be able to walk into any situation he wants—straight into it! There's never been anything like it. Look! Here it is!"

He snatched up a pale green booklet from the desk and opened it before her. She saw the cryptic characters for the first time. And she saw them with his glowing eyes. In their mysterious strokes and curves and dots she saw romance, and the key of the future; she saw the philosopher's stone. She saw a new religion that had already begun to work like leaven in the town. The revelation was deliciously intoxicating. She was converted, as by lightning. She yielded to the ecstasy of discipleship. Here—somehow, inexplicably, incomprehensively—here was the answer to the enigma of her long desire. And it was an answer original, strange, distinguished, unexpected, unique; yes, and divine! How lovely, how beatific, to be the master of this enchanted key!

"It must be very interesting!" she said, low, with the venturesome shyness of a deer that is reassured.

"I don't mind telling you this," Mr. Cannon went on, with the fire of the prophet. "I've got something coming along pretty soon"—he repeated more slowly—"I've got something coming along pretty soon, where there'll be scope for a young lady that can write shorthand well. I can't tell you what it is, but it's something different from anything there's ever been in this town; and better."

* * * * *

Hilda was no longer in a nameless trouble. She no longer wanted she knew not what. She knew beyond all questioning that she had found that which she had wanted. For nearly a year she had had lessons in phonography from Miss

Dayson's nephew, often as a member of a varying night class, and sometimes alone during the day. She could not write shorthand as well as Mr. Dayson, and she never would, for Mr. Dayson had the shorthand soul; but, as the result of sustained and terrific effort, she could write it pretty well.

.....

About halfway through the period of study, she had learned from Mr. Cannon, on one of his rare visits to her mother's, something about his long-matured scheme for a new local paper. She had at once divined that he meant to offer her some kind of a situation in the enterprise, and she was right.

.....

Her sole interest—but it was tremendous!—lay in what she herself had to do—namely, take down from dictation, transcribe, copy, classify, and keep letters and documents, and occasionally correct proofs. All beyond this was misty for her, and she never adjusted her sight in order to pierce the mist.

Save for her desire to perfect herself in her duties, she had no desire. She was content. In the dismal, dirty, untidy, untidiable, uncomfortable office, arctic near the windows, and tropic near the stove, with dust on her dress and ink on her fingers and the fumes of gas in her quivering nostrils, and her mind strained and raked by an exaggerated sense of her responsibilities, she was in heaven! She who so vehemently objected to the squalid mess of the business of domesticity, revelled in the squalid mess of this business. She whose heart would revolt because Florrie's work was never done, was delighted to wait all hours on the convenience of men who seemed to be the very incarnation of incalculable change and caprice. And what was she? Nothing but a clerk, at a commencing salary of fifteen shillings per week! Ah! but she was a priestess! She had a vocation which was unsoiled by the economic excuse. She was a pioneer. No young woman had ever done what she was doing. She was the only girl in the Five Towns who knew shorthand!



Should a Stenographer Be a Notary Public

46. Is it worth while for a stenographer to qualify as a notary public and what are the duties of such an office that a stenographer of ordinary ability can perform?

The personal experience of Miss E. I. Meg-quier of San Jose, Cal., is of interest and to the point. Miss Meg-quier says:

Six months ago I made application to the Governor for appointment as notary. The appointment was made and I received my credentials by the end of the month. The outlay for recording of papers, paying of Bonding Company, and the purchasing of materials neces-

sary for the work was \$30.00. During the five months of work I have received \$75.00 for my services as a notary.

The same contributor further states that the duties of a notary public are such that they can be performed by any "careful stenographer of ordinary intelligence." She gives among the most common the taking of acknowledgments of signatures on deeds, mortgages, agreements and of verifications and affidavits on legal documents, and characterizes the fee as "the easiest earned money on earth!"

Mr. W. T. Weaks, Louisville, Ky., expresses the opinion that whether or not a stenographer should qualify as a notary public depends entirely on the nature of position he occupies. He believes that a public stenographer or one with a law firm or bank should always be a notary and be prepared to perform all the duties of this office. A stenographer in a mercantile establishment or manufacturing plant, however, he would not advise to take this step unless required to do so by his employer, in which event the employer should, of course, pay all the expenses of procuring the commission and seal. In speaking of the duties of a notary, Mr. Weaks says:

The duties incumbent upon a notary public are not at all difficult. In fact, in the majority of instances, the papers are drawn up by some other person, usually a lawyer, and blanks left to be filled in by the notary before whom the instrument is executed. However, with a little observation and practice, and some careful study of the legal technicalities involved, deeds, contracts, protests, etc., can very readily be prepared by the stenographer. In many instances, contracts are dictated by one or two of the parties thereto, and ordinary deeds of conveyance are usually quite similar, differing only in detail, and a form for one will usually fit almost any case.

Mr. L. J. Toothaker, of Sparta, Mich., brings out the value of being able to render notarial service in still another line of business.

Whatever increases the value of a stenographer's services, either to his employer or to himself, is certainly worth while.

During eight years' service with a wholesale lumber company, in Northern Michigan, scarcely a week passed without one or more transfers of timber, land or chattels being made; mortgages executed or discharged; contracts, leases, bills of sale, made; options taken on property, and while I did not have a notary's commission, the stenographer whom I succeeded and who became secretary and treasurer of the

firm, was a notary public, and I was in a good position to observe the value of his services in that capacity. In addition to doing the notarial work of the firm, he was often called upon by outside parties to take acknowledgments, etc., the work of making out the deed, mortgage, lease, or whatever it might be, in most cases being given to the office stenographers to perform.

In many corporations, the secretary or office manager is also a notary, but in case of his absence from the office the service of a stenographer thus qualified would doubtless be appreciated.

This question is discussed by Mr. H. E. Kemp, of Decatur, Ill., from still a different standpoint:

In the United States, notaries are appointed by the Governors of the States, and the authority of a notary therefore does not extend beyond the limits of the particular territory in the state for which he is appointed. This territory is usually a county, and he cannot perform any acts in another county unless he complies with certain prescribed formalities.

In general, any male citizen is eligible to appointment as a notary. In most states, in order to qualify, a notary must take oath of office, and in some states he must give a bond. For a breach of his official duties he is punished criminally.

In the State of Missouri, according to Mr. Charles F. Gunther, of Charleston, Mo., the expenses of becoming a notary are from \$8.00 to \$10.00, but he adds: "Where there is not too much competition it does not take long to make this up."

Mr. Weeks, in speaking of the income derived from this line of work, says:

The most money to be earned by a notary public acting in such capacity, is in taking depositions. Depositions are very easy to take, and the work is very much like taking testimony before a court. There must be a general caption at the beginning, each witness must be introduced and duly sworn, and a general certificate made by the notary at the close of the transcript. Taking affidavits also affords some revenue to the notary, charges being made in accordance with the number of pages, and also for swearing the affiant. With respect to taking protests, it might be well for the beginner to secure the assistance of an experienced person, but after the first case, no further trouble is likely to be encountered.

The regular fees to be charged by a notary public are to be found in the statutes of the state in which he resides. Those fees, however, do not include the stenographic work performed, and I have always made it a practice, when called upon to prepare the papers myself, to charge a reasonable sum in addition to the regular fees simply to cover the labor performed by me.

I will add that in Kentucky, so far as taking

depositions is concerned, it is not necessary to qualify as a notary public for that purpose. The laws of this state provide for the appointment by the circuit courts of an officer called an "Examiner," who is authorized to take depositions, statements, affidavits, etc., and there is no charge attached to such appointment.

We should be glad to hear from other readers as to the relative expenses and income of notarial work in various parts of the country.



How to Copy from Large Books

47. I have a great deal of copying to do from large books, law books, etc., and I have never yet been able to devise a satisfactory plan by which to keep them open and conveniently located on my desk. I wish your readers would discuss the various methods adopted by them under such circumstances and how they avoid the awkward position which seems to be necessary when copying from such books.

Mr. Clarence Styer, of Huron, S. Dak., suggests two feasible plans in his contribution, which reads:

I have done considerable tabulating from large bound volumes, and I had a rack made to set on the desk behind my machine. The book was placed in almost a vertical position and the printing was then close enough to be read easily. Another method is to fasten the two portions of the book to the covers with a large spring clip and stand the book on its edge at the side of the machine.

Mr. Kemp's devices, while entirely different, are equally practicable:

If the desk is large enough, a good way to adjust books for copying is to lay one book down flat and lean the book from which you are copying on it. Still another way is to use a large metal notebook holder, though these are not large enough to hold the largest volumes.

About the best device yet found, and one which experience has demonstrated to be practicable, is to use an ordinary metal dictionary holder or stand, such as is used for Webster's International Dictionary. The volume can be adjusted at almost any angle desired at any height, and any distance away.

With this last idea we are especially impressed, and the award for this question goes to Mr. Kemp.



The Introduction of a Business Letter

48. There has been considerable discussion in our office in regard to whether it is correct to begin a letter with the following expression punctuated as a paragraph: "Referring to your favor of March 15." Is this expression a grammatical sentence?

Mr. W. S. Hollis, of the Y. M. C. A., Portland, Oregon, is strongly of the opinion that this form is incorrect and should not be used. The following quotations from his contribution will show his attitude on the whole question of business letters:

We find that a paragraph is a distinct section or subdivision of a discourse, a composition complete in one typographical section or paragraph, a rhetorical unit dealing with a particular point of a subject.

It is faulty English to use the phrase mentioned as a separate paragraph because the sense is not complete and the chain of thought would be disconnected, as the mind anticipates a complete paragraph. The first paragraph of a business letter should always be a complete thought, giving an introduction to the letter which follows.

Letters beginning with phrases of this kind are lacking in the magnetic power that holds the reader's attention with a firm grip which compels consideration. It is the logical thought, the human individuality, the living, breathing personality of the writer that appeals to the reader.

A business letter is something that gets a quick start and knows when to stop. It is never "dictated but not read." Words may be but the babblings of thought and are soon forgotten, but the well-written business letter is the eternal, unchanging, not-to-be challenged record of the writer.

On the opposite side, Mr. Weaks writes as follows:

There is as much authority for treating the expression, "Referring to your favor of March 15," as a grammatical sentence as there is for treating the somewhat similar expression, "Yours of the 15th instant," as a complete sentence. Of course, it cannot be intelligently contended that either of these expressions, considered as quoted, is in and of itself a complete grammatical sentence. However, when these expressions are used at the beginning of a letter and there is absolutely no relation whatever between them and the matter that follows, it is permissible and correct to treat them as complete sentences and place a period at the end. It is not, however, necessary to begin a new paragraph after such expressions, although that is a matter which rests entirely with the taste of the writer.

The expressions under consideration do, in effect, represent complete sentences. The first sentence written out would be, "I am referring to your favor of March 15;" the second sentence written out would be, "I am in receipt of yours of the 15th instant." In modern business correspondence the chief aim is for brevity, and sentences similar to the above have been used to such a great extent in giving reference to the date of the letter that custom and usage have served to contract them until merely the

skeleton of the complete sentence is necessary to be given. No modern business correspondent will experience any difficulty in comprehending the meaning of such expressions when treated as complete sentences at the beginning of a letter, and in the interest of simplicity, brevity and clearness they should be allowed to stand.

Other contributors are: Mr. L. J. Toothaker, Kenton, Mich.; Mr. H. E. Kemp, Decatur, Ill.; Mr. Anthony De Young, South Holland, Ill., and Mr. Clarence Styer, Huron, S. Dak.

The Ruling of Shorthand Notebooks

49. Will you have your readers discuss the relative values of wide- and narrow-ruled notebooks for shorthand work? What are the advantages of narrow notebooks and of those ruled down the center?

We are indebted to Mr. Joseph Jake-man, Liverpool, England, for the comprehensive discussion which follows:

The question of notebooks, and notebook ruling does not receive the attention it deserves. In these days when shorthand writers are striving to "go one better" in the making of records each little detail counts. The record mark of high speed is being pushed higher and higher each year, and it is becoming more difficult for the ambitious stenographer to secure the coveted laurels. Under such conditions, would-be competitors should study how best they can master the little things that go to make for speed.

Narrow Lines

I have proved by experiments that *narrow lines* give to the writer more advantage than *wide lines*, by reason of the fact that *narrow lines* influence the stenographer to write *small notes*. Less time is required for their execution, because the hand has less distance to travel. This theory is fully illustrated in the case of a cart wheel. The outer rim must rotate more rapidly in order to cover a greater distance, in the same time, than its axis or centre. By making *small notes* a stenographer can take more care with his outlines and obtain greater legibility. *Large outlines* require the "finger movement" for their execution, *small outlines* the "arm movement" or "arm and finger movement." In the latter case speed is obtained with less fatigue and flurry than with the "finger movement" alone. Writers using the "arm and finger movement" make neater and more legible notes, and attain speed in less time. The hand and arm cannot receive too much attention, for any attempt to write exclusively with the "finger movement" must result in cramped finger movement.

Narrow Columns

The above theory is also applicable to "narrow columns." Notebooks ruled down the centre have an advantage by giving the writer a steady "wrist movement." By writing in

"narrow columns" the hand takes the pen or pencil across the column, in a lateral direction, almost without moving the arm, while the hand travels down the page with less exertion. In speed work, when the student writes across the page without the centre ruling, the sudden jerk or jump from the extreme right of the line to the extreme left of the next line is certain to cause the hand to become unsteady. A distinct pause takes place at the beginning of each line, and the sudden jump breaks the continuity or easy-flowing movement. One stroke or movement is lost on each line, and if you multiply the number of lines on a page by the number of pages, you will obtain some idea of the loss resulting from this one cause alone.

I frequently observed that writers would lose time, and often get flurried and excited, when taking the jump from the bottom of first column to the top of second column. This impressed me with the seriousness of the possible loss arising at such a critical moment. It occurred to me that this might be overcome by reducing the size of the column to one-half. So certain was I of this logical conclusion that I made experiments and found that the loss could be avoided by dividing the page into four squares.

By ruling a line down the centre and another across the middle from left to right, the two top squares are filled in first, then the two bottom squares. By this method better continuity is maintained because only a slight movement is required to take the hand from the bottom of first square to top of second, from the bottom of second square to the top of third, from the bottom of third to top of fourth square. While in the last square the writer is able to grip the left-hand corner of the page ready to turn it over.

Narrow NoteBooks

Now, as the theory is correct in the above three cases it must apply to a fourth, viz, *narrow notebooks*.

All the foregoing remarks apply to our own notebooks. They are made specially for us, 7x4½ inches, 148 pages, with blue lines. This size of book is very convenient for going into

the pocket of the male student or stenographer when it has to be carried to and from the school or office. The notebook in one pocket, the Manual in the other!

This question proved very popular, and we regret that space will not permit our quoting from the interesting and valuable contributions of Mr. W. T. Weeks, Louisville, Ky.; Mr. Lawrence E. Orr, Pittsburgh, Pa.; Mr. H. E. Kemp, Decatur, Ill.; Mr. Charles F. Gunther, Charleston, Mo.; Miss Laura Julio, Chicago, Ill.; Mr. L. J. Toothaker, Sparta, Mich.; Mr. Anthony DeYoung, South Holland, Ill., and Mr. Clarence M. Styer, Huron, S. Dak.



Referred for Answer

1. A high school student asks us which is the more important subject, shorthand or typewriting. Will some one answer this from the standpoint of a practical stenographer?

2. Is it possible for a person who has lost one arm to learn shorthand and typewriting and fill a stenographer's position with any degree of satisfaction?

3. Will teachers and working stenographers suggest points which in their opinion would be helpful in instructing a beginning dictation class as to how to do transcribing in a systematic and time-saving manner?

4. Would it be worth while to go systematically through an unabridged dictionary, noting the meaning, pronunciation, spelling and etymology of each word and writing the shorthand outline?

5. Do mature students make as rapid progress in the study of shorthand as immature ones? To which class does speed come the more readily? Which can do the more efficient work when once the subject is thoroughly mastered? Please discuss fully.



GOD educates men by casting them upon their own resources. Man learns to swim by being tossed into life's maelstrom and left to make his way ashore. No youth can learn to sail his life-craft in a lake sequestered and sheltered from all storms, where other vessels never come. Skill comes through sailing one's craft amidst rocks and bars and opposing fleets, amidst storms and whirls and counter-currents * * * Responsibility alone drives man to toil and brings out his best gifts.—N. D. Hillis.

The Reporter and His Work

News and Suggestions of Interest and Value to the Shorthand Reporter. Conducted by Fred H. Gurlier, 1018 City Hall Square Bldg. Chicago, to whom all communications relating to this department should be addressed.

Primary Essentials

THIS question is often asked: "I can write one hundred words a minute—what can I do to prepare myself for court reporting?"

Let us consider the question under the following heads:

Adaptability.

Choice of work.

Knowledge of theory.

Wordsigns and vocabulary.

Recognition of court expressions.

An attempt to cover the subject exhaustively in a short article will not be made, but a brief discussion of the main points will perhaps be helpful to many beginners.

Adaptability

The first question to decide is whether you are *adapted* to the work or not, and this should receive your earnest and thoughtful consideration. To become a successful court reporter, you should have fairly good health; your hearing should be excellent; your eyesight exceedingly good. You should possess the strength to be able to stand the strain of a great deal of work at night and at other unseasonable times. Good business ability, as in any other line of work, will have an important bearing on your financial success. An appreciation of the benefits to be derived from fresh air and a liberal indulgence in recreations that take you into the open are necessary to offset the strenuous work and "grind" of reporting. Alertness, self-possession, dependableness, are indispensable qualities. And, finally, unless you possess a constructive imagination, the highest success is impossible.

Choice of Work

The next thing to decide, is whether you really *want* to become a court reporter.

It is easy to think you would like to become a court reporter, but many never get much farther than to learn how much practice is necessary before a satisfactory and known speed is attained. Having fully decided to become a court reporter, prepare yourself for dogged, plodding practice for such a period of time as will enable you to write at the required rate of speed.

Knowledge of Theory

The majority of stenographers make the mistake of practicing for speed before they really know the fundamental principles of the system of shorthand they use. If you cannot write any word freely and unhesitatingly, there is something lacking in your knowledge of the theory—and that is a fatal weakness. In court reporting it is not a matter of writing for half an hour or so and then *immediately* transcribing the notes while the memory is fresh, but rather, as is often the case, of waiting six months, a year, or maybe ten years, before you look at your notes with the idea of transcribing them. If they are not theoretically correct, you have nothing whatever to guide you in reading. If you have introduced arbitrary principles, you may have changed your idea with reference to those principles before you make the transcription and will probably have forgotten their significance. Therefore the only safe and proper method to adopt in preparing yourself for court reporting is to write shorthand notes that conform absolutely with the theory given in your text-book. Further than that, the writing must be practically automatic, and this can be acquired only by dictation practice. There will be no time when you get into the court to think of how to write a word, or what is the best form to use for a par-

Simple Testimony—VI

(For key, see page 49.)

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| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

ticular word. Do not feel that you are making a mistake in spending eight or ten months in the shorthand department, really and earnestly working all the time to perfect your style of writing. It is only by laying the proper foundation that any genuine progress toward reporting skill can be attained. It is the only safe course to pursue—and in the end is the cheapest. Besides, that is the *sure* course. You should realize that to become a good court reporter requires as much mental effort as is required to become proficient in law or medicine or architecture or any of the other professions. Not all those who call themselves reporters, however, have put forth this effort. The lawyer, the doctor, and the architect nearly always have plenty of time to refer to books of reference or to study a problem before they take definite action. They have to have a general knowledge of their profession, of course, and be able to deal with ordinary cases on the spur of the moment, but next to knowing that, to know where to find the necessary knowledge is the only other requirement. A stenographer must apply his knowledge mechanically, spontaneously and apparently unthinkingly; he must be able to take in shorthand anything the lawyer may say as the result of all his training and experience, and not only the lawyer but the mechanic, electrician, surgeon, ophthalmologist, chiropodist, chemist, physicist, meteorologist, anybody, anywhere, experienced or inexperienced, expert or amateur. It is necessary for him to be a master of the theory of his shorthand system, and to be able to apply theory in practical writing at a high rate of speed.

Wordsigns and Vocabulary Words

Stenographers too often are of the opinion that because they have a general knowledge of these words, further practice is not necessary. In our opinion, these are the most important elements of speed. They occur in practically every sentence you can think of. They form more than half the language ordinarily used. Do we need to say anything further than that? It seems that some one should, because, candidly speaking, ninety per cent of the stenographers who are preparing them-

selves for court reporting think such practice unnecessary and will not act on this suggestion. They do not believe it.

Recognition of Court Expressions

It should be remembered that a court stenographer is dealing constantly with legal expressions. Legal procedure, legal forms and legal terms, some of which are very different than those encountered in commercial, political or educational reporting work, should be understood at once. It goes without saying that a thorough study of these should be made by the stenographer who aspires to court reporting. A knowledge of the law is very helpful, but not absolutely essential. Many court reporters are graduates from law schools, and that naturally helps them to be better court reporters. But if the stenographer is familiar with law terms, and knows court procedure that is all that is necessary so far as knowledge of the law is concerned.

In conclusion, if you have really decided to become a court reporter, we would suggest that you begin your preparation by thoroughly mastering the principles of your system. Make every phrase in the Manual, in the phrase book, in this department, a part of your fixed shorthand vocabulary. Make the writing of wordsigns and vocabulary words automatic. Adapt yourself to conditions. Work hard. Practice faithfully and carefully, and read enough law to be able to recognize legal expressions. This will keep you busy for a while.

Do you believe you can do it? Will you keep at it until you succeed? Is there manhood or womanhood enough in you to stick to it until you have become master?

The successful solution of the question rests entirely with you.



Key to Reporting Plates

—to the wall.

Q. Do you know how many feet that is?

A. About ten or twelve feet.

Q. You think it isn't any farther than that?

A. I do not know.

Q. Now, you saw the color of these boxes, didn't you?

A. They weren't white and they weren't red.

Q. What color were the boxes? A. I have just told you.

Simple Testimony—VII

(For key, see page 49.)

[illegible]

Q. Were there any white boxes there?
A. No, I did not see any.
Q. Didn't you testify in the Baskin cases that you saw white boxes on Saturday evening?

A. No, I did not.
Q. Did you see any green boxes there?
A. Yes, sir, I did.
Q. Did you see any blue boxes?
A. There were different kinds of boxes, yes, sir.

Q. Did you see any blue boxes?
A. There may have been a few.
Q. Did you see any yellow boxes?
A. They were all the same color.
Q. Did you see any yellow boxes?
A. I can't remember what color they were. I would not say black boxes, I would not say red boxes, and I would not say white boxes; they were different colors.

Q. Did you see any yellow boxes?
A. I can not remember all that I have seen.
Q. Now, give me the different colored boxes that you saw? A. They were different colors, but I can't say as it was getting dark.
Q. But every other color except black, white and red, is that right? A. Yes.
Q. All right. Now, did you see these boxes in the wagon?

A. I did.
Q. Did you see the color of the boxes in the wagon?

A. I did not; it was dark.
Q. What was that?
A. It was getting dark.
Q. I didn't ask you whether it was getting dark. Did you see the color of the boxes on the wagon?

A. The same as they were carrying out.
Q. And you saw various colors of boxes on the wagon, is that right? A. I saw the same boxes on the wagon that they were carrying.

Q. Did you see the boxes as far as the color is concerned on the wagon while the boxes were on the wagon?

A. The same as they were carrying, because I saw them putting them on the wagon.

Q. Could you tell the color of the boxes when they were on the wagon? A. How is that?

Q. Could you distinguish the color of the boxes on the wagon?

A. I could not distinguish the color. They were the same boxes they were carrying out from the store.

Q. Now, what time did you go to church on Sunday? A. Half-past ten or eleven o'clock.

Q. Did you look at your watch before you started for the church?

A. I looked at the watch but I don't remember whether it was half-past ten or eleven o'clock.

Q. Did you look at the watch when you got to church?

A. When I come to church I looked at my watch.

Q. What time was it? A. Fifteen after eleven o'clock.

Q. What time Sunday morning did you see Hogan?

A. Half-past eight or nine o'clock.

Q. Can't you give me the exact time? A. I can't exactly say the exact time but it was after eight and not later than nine.

Q. Well, you looked at your watch, didn't you?

A. I looked at my watch, but I looked at it later. I can't exactly remember the minutes.

Q. Can you give me the exact time as far as you know when you saw the boxes being carried out Sunday morning?

A. I cannot say exactly; it was half-past eight or nine o'clock.

Q. Did you see the wagon? I did.

Q. What was the color of the wagon? A. It wasn't white, it wasn't black—the color of my coat.

Q. What is the color of your coat? A. It isn't gray and it isn't black. I don't know what color it is.

Q. Did you see the horses? A. No, I did not.

Q. Were there any horses to the wagon?

A. I did not see any horses.

Q. Did you see the harness? A. No, I did not.

Q. Where were you when this occurred on Sunday morning? A. I was carrying coal and wood.

Q. How many times did you carry coal and wood Sunday morning? A. Two times.

Q. How far apart in time did you carry coal and wood on Sunday morning? A. About a half hour.

Q. Now, Monday, what time Monday did you see anything?

A. I saw about half-past six or seven o'clock.

Q. Now, can you give me the exact time?

A. About the same time, half hour difference there, I don't know for certain.

Q. About seven o'clock? A. Before seven, ten, fifteen or twenty minutes before seven.

Q. Did you look at your watch to see what time it was?

A. I looked at the watch but I don't remember now what time it was.

Q. What did you look at your watch for?

A. What have I got a watch for if I don't look at it?

Q. Can you give me some idea what time it was rather than that it was ten, fifteen or twenty minutes before seven?

A. No, I do not remember. I know I looked at my watch about that time.

It is in general more profitable to reckon up our defects than to boast of our attainments.—*Carlyle*.

A Partial List of Reporters Using Gregg Shorthand

We wish to compile a directory of reporters using Gregg Shorthand. While the list of those known to us is surprisingly large for such a young system, we feel sure that it is far from complete. The list is printed herewith, with the names arranged in alphabetical order, in the hope that any of our readers engaged in reporting work whose names are not included will notify us promptly. We believe this list to be absolutely accurate, but if any one discovers an error, we shall consider it a favor if he will notify us so that a correction may be made in the next issue.

- Anderson, Fred M., Official Court Reporter, Fourteenth Judicial Circuit, Muskegon, Mich.
- Blue, John W., Official Reporter, Twenty-second Judicial District Court, Sapulpa, Okla.
- Bradley, C. W., Official Reporter for the County Court, Purcell, Okla.
- Brewer, Stella, Stenographer, Supreme Court of Illinois, Springfield, Ill.
- Burnside, O. C., Official Reporter, Thirteenth Judicial District of Arkansas, Junction City, Ark.
- Cabler, Cleveland, Reporter in Police Court, Fordyce, Ark.
- Cheney, Guy B., Court Reporter, South Bend, Wash.
- Combrink, W. E., Official Reporter, Siskiyou County, Yreka, Cal.
- Cravens, Tim B., Official Reporter, Twenty-ninth Judicial District, Columbia, Ky.
- Demaray, E. R., Official Reporter, Supreme Court of Sask., Saskatoon, Sask., Canada.
- Denham, Dodd D., Official Reporter, Division No. 7 Circuit Court, and Division No. 2 Criminal Court, Kansas City, Mo.
- Divet, W. L., Official Reporter, Fourth Judicial District, Lisbon, N. Dak.
- Dixon, Mrs. Izora, Reporter, Superior Court of the City of Perry, Iowa.
- Dougherty, Emmet F., Official Reporter, Thirteenth Judicial District, Waukon, Iowa.
- Elliott, Miles, Official Stenographer, Thirty-sixth Judicial Circuit of Missouri, Chillicothe, Mo.
- Fish, Mary E., Official Court Stenographer, Forty-ninth Judicial District, Washington, Ind.
- Garrett, Ray, Secretary to the Justices of the Supreme Court of Illinois, Springfield, Ill.
- Gates, G. C., Court Reporter, Newport, Ark.
- Gilbert, Alexander M., Official Reporter, Massachusetts Superior Court, Boston, Mass.
- Green, Wm. C., Official Reporter, Third Judicial District, Fargo, N. Dak. (Member of the National Shorthand Reporters' Association.)
- Greene, Florence C., Court Stenographer, Superior Court, Providence, R. I.
- Gurtler, Fred H., General Court and Convention Reporter (Member Chicago Law Reporters' Association), 1018 City Hall Square Bldg., Chicago, Ill.
- Harrington, Georgia, Official Court Stenographer, Delaware Circuit Court, Muncie, Ind.
- Herrick, Ethel M., Official Reporter, Circuit and Common Pleas Court, Findlay, Ohio.
- Humphrey, H. W., Official Court Stenographer, U. S. District Court, Enid, Okla.
- Johnson, George C., Court and Convention Reporter (Member of the National Shorthand Reporters' Association and of the Chicago Law Reporters' Association), Suite 1414 Ft. Dearborn Bldg., 105 W. Monroe St., Chicago, Ill.
- King, C. E., Official Reporter, District Court of Judicial District of Thunder Bay, Port Arthur, Ont., Canada.
- King, Dean, Official Court Reporter, Eleventh Judicial District of Montana, Kalispell, Mont.
- Kintzinger, John, Official Court Reporter, Nineteenth Judicial District of Iowa, in and for Dubuque County, Dubuque, Iowa.

- Ledford, E. E., Official Reporter, First Judicial District of Illinois, Harrisburg, Ill.
- Leedy, Jr., C. A., Official Stenographer for the Fifth Judicial District of Missouri, Platte City, Mo.
- Levin, John I., Reporter of Congressional Committees, House of Representatives, Washington, D. C.
- Lingenfelder, W. D., Official Shorthand Reporter, Twelfth Judicial District of Iowa, Charles City, Iowa.
- Lipscomb, Myatt S., Official Reporter, Third Judicial District Court, Muskogee, Okla.
- McClain, Charles W., Court and Convention Reporter, Boise, Idaho.
- McConnell, Gertrude, Court Reporter (Member of National Shorthand Reporters' Association), Minot, N. Dak.
- McFarland, R. G., Official Reporter, Fifth Judicial District, Jamestown, N. Dak.
- McLaughlin, Claude, Stenographer and Deputy Clerk for the County Court of Lincoln County, Chandler, Okla.
- Meston, N. L., Court and General Reporter, 1000 New National Bank of Commerce Bldg., St. Louis, Mo.
- Miller, Alta L., Official Court Reporter, Superior Court, Shenandoah, Iowa.
- Murphy, Minnie, Official Stenographer, Kentucky Railroad Commission, Frankfort, Ky.
- Nelson, Harold B., Official Reporter, Ninth Judicial District of North Dakota, Rugby N. Dak.
- Nelson, Verne E., Official Reporter, Thirty-fourth Judicial Circuit Court, Elkhart and La Grange Counties, Goshen, Ind.
- Niklaus, George F., Official Reporter, Third Judicial District, Boise, Idaho. (Member of the National Shorthand Reporters' Association.)
- Olk, Clarence L., Official Reporter for Municipal Court of Langlade County, Antigo, Wis.
- Perkins, R. Ocea, Official Court Reporter, Fifth Judicial Circuit of Alabama, Tuskegee, Ala.
- Pickler, George D., Official Court Reporter, Fifteenth Judicial District, Smith Center, Kans.
- Pitken, Georgette, Official Reporter, County Court of Fulton County, Lewiston, Ill.
- Post, Hermann F., Official Court Reporter, Fourth Judicial District of Idaho, Shoshone, Idaho.
- Power, Pearl A., Reporter, West Chicago Park Board, Union Park, Chicago, Ill.
- Ridenour, Eagan, Court Stenographer, Bellingham, Wash.
- Robinette, E. Gertrude, Official Court Reporter, Circuit Court of Allegany County, Cumberland, Md.
- Rogers, Ella M., Secretary of the Supreme Court, Providence, R. I.
- Rood, Cecil M., Court Reporter, San Diego, Cal.
- Schultz, Thomas W., Official Court Reporter, Twenty-second Judicial Circuit, Kennett, Mo.
- Scone, Thomas J., Official Court Reporter, Seventeenth Judicial Circuit, Rockford, Ill. (Member of the National Shorthand Reporters' Association.)
- Scott, F. P., Official Reporter, Third Judicial District, Hopkinsville, Ky.
- Shelby, O. J., Official Stenographer, Division No. 2, Circuit Court, Jasper County, Joplin, Mo.
- Short, Carl B., Court and Convention Reporter, Roanoke, Va. (Member of the National Shorthand Reporters' Association.)
- Simkin, Fred W., Official Reporter, Eleventh Judicial District of Kansas, Columbus, Kans.

Smith, Taylor, Official Court Reporter, Twenty-seventh Judicial Circuit, Farmington, Mo.

Specking, Roscoe C., Official Reporter, Division No. 1, Circuit Court, Eighth Judicial District, St. Louis, Mo. (Member of the National Shorthand Reporters' Association.)

Stevens, Mrs. Olive, Official County Court Reporter, Mercer County, Aledo, Ill.

Sutton, L. C., Reporter for St. Louis, Iron Mountain & Southern Ry. Co., 304½ W. Markham St., Little Rock, Ark.

Taft, Thurlow T., Official Reporter, Fourteenth Judicial District, Humboldt, Iowa.

Thompson, L. P., Official Court Stenographer, Twenty-seventh Judicial District, London, Ky.

Weld, Alice A., Official Reporter, Circuit Court of Boone County, Belvidere, Ill.

Welsh, M. W., Court Reporter, 513 Traction Terminal Bldg., Indianapolis, Ind.

White, Alfred F., Official Court Reporter, Sixth Judicial Circuit of Alabama, Tuscaloosa, Ala.

Whiteside, Stansell, Official Stenographer for the District Court of the Twenty-fifth Judicial District of the State of Oklahoma, Altus, Okla.

Wilcox, T. Paul, Official Court Stenographer, First Judicial District of Wyoming, Cheyenne, Wyo.

Williams, J. A., Official Court Reporter, Fifteenth Judicial District of Iowa, Council Bluffs, Iowa. (Member of the National Shorthand Reporters' Association.)

Williams, Leitus G., Official Reporter, Twenty-fifth Judicial District, Jackson, Tillman and Harmon Counties, Altus, Okla.

Wolf, Charles H., General Court and Convention Reporter, Kansas City, Mo.

Zeigler, Roy, Official Court Reporter, County Court of Macon County, Decatur, Ill.



Keys to Last Month's Shorthand Plates

Hardware Correspondence

L. M. Chittenden,
La Crosse, Wis.

Dear Sir:

Throughout the business career of this company, it has been the desire of its management to offer the trade products of such quality as has enabled us to establish a permanent and satisfactory trade in every state in the Union.

Most of our trade are already familiar with the wonderful merits of our Elastic Carbon Paint and have voluntarily submitted to us letters of recommendation, extolling its excellent quality, but to such trade as have not already used this article we give the following guarantee: We guarantee in every instance where our Elastic Carbon Paint is used according to directions that it will last on a roof for a period of at least five years—and should it not prove as represented, we will furnish, free of charge, all the paint which may be required to keep the roof in good condition for a period of five years.

Having explicit confidence in the quality of this article, we feel justified in making this

guarantee, knowing those who contemplate using a paint of this kind will find it equally satisfactory as our many customers who are continually ordering by mail.

Yours respectfully,

R. S. McCarthy,
1002 Grant Street,
Philadelphia, Pa.

Dear Sir:

Your favor of the 21st inst. was duly received and acknowledged on the 23d inst. We have been somewhat delayed in giving you a satisfactory answer to this letter, in view of the fact that some of the papers became misfiled. We find, however, that we turned over to the Transportation Company two dozen handles hose, 52 lb. Possibly you have received the full amount of goods by this time. If this is the case, we should like to have you advise us by return mail. On the other hand, if they have not arrived, kindly have your agent make a notation on your expense bill showing the shortage, and send it to us for further investigation.

Yours truly,

R. O. Rhodes Company,
123 South Avenue,
Philadelphia, Pa.

Gentlemen:

We have filled your order as given our Mr. James, inclusive of shellacs, invoice enclosed. Spirit shellacs, however, are goods which we do not carry regularly in stock, and which we are compelled to purchase in the market. Therefore, we suggest that when in need of further stock of this kind, orders be sent to such of the Chicago jobbing houses as may be most agreeable to you.

Standard turpentine shellacs will in most places replace spirit goods, and, as a rule, with better results.

We thank you for your order and past favors.

Yours very truly,

O. P. Cleary,
1356 Clark Street,
Chicago, Illinois.

Dear Sir:

As the season is coming around again when the question of heaters must be considered, we are pleased to say to you that notwithstanding the great popularity and success of our celebrated Peach Oil Heater last season, we found we could make some improvements, which we have done, and now it is conceded by all as the most desirable oil heater for the price and quality on the market. We make this heater in a medium size only, which is appreciated by the trade, as it does not require the carrying of such a large stock.

If you are interested in this heater, we will be pleased to hear from you and quote you prices which we think will be an object to you to handle our stove. We should be glad to submit a sample to you at any time, or call to see you. If there is anything we can do to be of service, kindly let us know.

Hoping to hear from you at an early date, we remain

Very cordially yours,



Concrete Furniture

Thomas A. Edison, who declared recently that he would make it possible to build a concrete house for \$1,000.00, has now announced that very soon he will put on the market concrete furniture, of which about \$200.00 worth will furnish nicely one of the \$1,000.00 houses. As to concrete dogs to stand warningly in the front yard and concrete cats to purr stonily under a concrete kitchen range, he made no announcement.

The inventor has already made a reinforced concrete cabinet for the phonograph and pieces of furniture of concrete are on their way to Chicago and back to show what they can stand in the way of resisting handling by freight men. At present the weight of the concrete furniture is about $3\frac{1}{4}\%$ greater than wood, but Mr. Edison expects to reduce the excess to 25%.

The concrete surface can be stained, Mr. Edi-

son declares, so as to look like any kind of wood desired. His phonographic cabinet has been trimmed in white and gold. Its surface is like that of enameled wood. Not only is the concrete cabinet cheaper, Mr. Edison said today, but it has better acoustic properties than the old-fashioned wood cabinet.

"Can I make concrete furniture," repeated Mr. Edison when the question was asked. "Of course, I can. I am going to have concrete furniture on the market in the near future that will make it possible for the laboring man to put furniture in his home more artistic and more durable than is now to be found in the most palatial residence in Paris or along the Rhine.

"And will it be cheap? Of course it will. If I couldn't put out my concrete furniture cheaper than the oak that comes from Grand Rapids, I wouldn't go into the business. If a newly-wed now starts out with \$450.00 worth of furniture on the installment plan, I feel confident that we can give him more artistic and more durable furniture for \$200.00. I will also be able to put out a whole bedroom set for five or six dollars."

Mr. Edison recently entertained in Orange one hundred and fifty visitors from the annual convention in New York of the American Mechanical Engineers. Hardly less interesting than his prediction as to the furniture, was the exhibition to the visitors of the new home moving-picture outfit, which will be put on the market within the next three months at a cost of from fifty to seventy-five dollars retail. The outfit without the lighting device is no longer than an ordinary camera case. Seventy-eight feet of the reels are equivalent to one thousand feet of the ordinary reels. They can be carried in the pocket of the operator, while the ordinary reels, to give the same number of "feet of story" would weigh twenty pounds.

The home films are to cover just as wide a range of subjects as the ordinary reels of today, but special attention is to be given to religious and educational subjects. It is a hobby with Mr. Edison to get the moving-picture into the realm of education.

The mechanical engineers also saw a demonstration of the kinetograph. The desk phonograph, on which Mr. Edison has been working for a long time, was also shown.—*New York Times*.



Practical Education

The suggestion made by the New Jersey commissioner of education a short time ago that newspapers be introduced into the curriculum of the public schools to take the place of some of the drier and less instructive studies, is one which deserves careful consideration, and it is also one which is deserving of the attention of educators in every part of the country.

Nothing could give more practical general information to the pupil than a daily reading of the average newspaper. It contains history, grammar, philosophy, geography, botany,

chemistry, orthography, and, in fact, nearly all the subjects which should be taught in the public schools, and this instruction is arranged in a style that most easily attracts the attention of the student and leaves a more lasting impression on the mind.

The newspaper directs the mind toward current events, gives the reader a knowledge of what is going on in the world at the time of reading, a most valuable adjunct to the study of history; and after a few years spent in school with the daily newspaper as a part of the course of study, the pupil cannot fail to come out better prepared for the practical affairs of life than is possible where the knowledge obtained is confined to scientific matters and ancient history. This is an age in which the people are living now, not in the past, and it is important that the pupils in the school shall come out of school with a knowledge of the world as it now is, not as it was fifty or one hundred years ago. The education should be such that the young man or young woman leaving school will be able to take up the duties of life intelligently.

And there is no other source so valuable for learning the practical things as the newspaper.



My Ideal Secretary

My favorable experience with my secretaries has taught me to expect, as well as to appreciate, certain essential qualifications and to attribute these virtues to the ideal secretary.

It is, of course, understood that the secretary is employed to assist her employer and to further her work. She should, therefore, make herself familiar with it as rapidly as possible. Ignorance of any detail necessitates explanation or hinders the message to be delivered. The ideal secretary, therefore, uses every possible means to secure a complete and sympathetic understanding of the activities in which her employer is interested. This may mean at first additional study and reading outside of the required hours, but it will amply repay her effort in increased helpfulness.

The new task with its new interests will naturally be associated with a somewhat new vocabulary. Every employer is accustomed to certain lines of thought which will be indicated in his vocabulary. Variations which may seem to the secretary nonessential will to him cause a marked difference in meaning. Absolute fidelity to dictation is, therefore, indispensable. If the secretary questions her mastery of the word or phrase, she should at once ask for its repetition in order that the transcript may be perfect. The ideal secretary will understand from the beginning that her interpretation of the employer's thought may differ from his own and that he has the right and privilege of insisting upon his version of the matter. Happily, the mastery of the vocabulary comes with patient attention and with added familiarity. It is needless to say that this power greatly increases the value of the secretary's services.

The ideal secretary adjusts herself to the re-

quirements and interests of a business or profession and, for the time being, sinks her own personality, losing it in the larger life into which she has entered. As she takes dictation, she becomes for the time being an instrument of record. This temporary self-effacement marvelously assists the one who is thinking, dictating and deciding at the same time. A slight interruption, a playful remark, wriggling in the chair, an attitude of impatience or of unrest may make the task of the employer doubly difficult and hinder the completion of the essential thought. While initiative and judgment are imperative, this seemingly opposite virtue of self-effacement is equally indispensable. The employer of the ideal secretary has every cause to be grateful to her for this attitude, which indicates the forgetting of self in the interests of the chosen work.

Another virtue which the employer prizes beyond words is the unfailing accuracy of his methodical secretary, who always puts everything in the right place, often supplying his lack in this regard. He does not need to remember the multitude of details which she remembers. He need not study nor think where anything is because she keeps everything in its place and remembers for him. Such method is like addition; it is useless if not absolutely accurate. It comes only with constant self-discipline and schooling, but it is well worth the price.

Added to these qualifications must be alertness in recognizing the important thing to be done at the next moment; and a dignity of demeanor that speaks the womanly character, which is, after all, the most essential qualification of the ideal secretary.—Sarah Louise Arnold.



Do Not Undervalue Yourself

The world takes us at our own valuation, as a rule, and unless we are deluded by an exaggerated self-esteem, it will accept us on our own estimate.

Do not be afraid to voice your own value, providing you can "make good" on any promises or statements you make. The idea that a timid, retiring manner succeeds either in social or business life is erroneous. Without boasting, give full credit to your possibilities and accomplishments, else you cannot expect others to do so.

The biggest, the most irremediable mistake made by women, or men, either, for the matter of that, is the one assuming a false modesty regarding their work. Underestimation of the work of others is the natural tendency of mankind. To concur in this opinion is to put your efforts and accomplishments on the toboggan that leads to the land of oblivion.

If you can bake a delicious cake, say so and back up the declaration with the cake. If you are an expert typewriter, tell your prospective employer about it. Do not hide behind a noncommittal "I think I can please you." Such colorless phrases are the language of the

mediocre, but never by any chance are they found in the conversation of the aggressive, pushing, positive party traveling on the limited to whatever point he desires to reach.

It is what you know and what you make other folks know that counts in the great game of getting on.—*Young People's Weekly*.



General Railway Business Letters

Dear Sir:

Engine 61, Engineer Wilson, left here at 2 A. M., according to train sheet in dispatcher's office. When engine reached Wyoming Junction, on account of having hot engine tracks, engineer claimed it was unsafe to go farther and the engine was brought back and another sent out to take the train to its destination. I should like an explanation as to why the track could not have been packed and the train taken to its destination. It would have avoided the extra expense of running out another locomotive to do the work that this one should have done.

Will send you draft for Mr. Jones in a few days. He is not worth more than \$30.00. Will send another man to-morrow or next day to take his place. I do not think that it would be policy to take off the Western Union messenger to pay the operator, but if you can make such arrangements with the new man and have him deliver the messages, it is all right.

Yours truly,

Dear Sir:

Saturday morning you will receive Union Pacific Office Car 103, with General Manager Nichols and party of Omaha, together with the General Superintendent of the Omaha Division. They will probably remain at the Springs for several days to obtain a little rest. I should like very much to have you give Mr. Nichols all the attention that you can and make it pleasant for him and the others as long as they remain at Hot Springs. If I can do anything for him, please wire at once.

I think that you would better set the car on the back track east of the cut-off and whenever he wants water Dean can take the car up to the spur track and fill it.

I shall be very busy the next ten days and may not be able to get up to see him, so would like to have you make it as pleasant as possible for him. Please extend to him the freedom of the road. If he would like to run up to Deadwood and over our Baltimore Mountain Line, we will pull the car to Deadwood and give him a special train on the narrow gauge.

Very truly yours,

Dear Sir:

Referring to attached stock report: Please see how far an engineer going east could have seen this animal from the point at which it was struck. Do I understand that there is a fence on both sides of the track, and, if so, was fence in good condition? Give me this information with prompt return of all papers.

Yours truly,

Dear Sir:

We are informed by our General Passenger Agent at Buffalo, New York, that you contemplate making a trip on the Great Lakes this season. You will, no doubt, be able to arrange the itinerary of your trip from the schedule given in the folder sent you. As soon as you have definitely decided on same, we shall be pleased to make your reservations for you.

Kindly write me, advising when you expect to start, also how many there will be in your party, and either Mr. Gibson, our traveling representative, or I will endeavor to see you in person and arrange with you for your trip.

Yours very truly,

Dear Sir:

Please note paper attached and furnish copy of Baltimore & Ohio report; also full report as to condition when received and whether goods were shipped in tin cans or otherwise. Also say whether condition of car floor was such as to indicate that leakage occurred after leaving Des Moines and how long after delivery of goods was it before your attention was called to the matter? Please acknowledge promptly.

Yours truly,



Hall Caine on America

Mr. Caine thus gives his impressions of America and the Americans.

I love America and the Americans. I love America because it is big, and because its bigness is constantly impressing the imagination and stimulating the heart. I love its people because they are free, with a freedom which the rest of the world takes as by stealth, and they claim openly as their right. I love them because they are the most industrious, earnest, active, and ingenious people on the earth; because they are the most moral, religious, and, above all, the most sober people in the world; because, in spite of all shallow judgments of superficial observers, they are the most childlike in their national character, the easiest to move to laughter, the readiest to be touched to tears, the most absolutely true in their impulses, and the most generous in their applause. I love the men of America because their bearing toward the women is the finest chivalry I have yet seen anywhere, and I love the women because they can preserve an unquestioned purity with a frank and natural manner, and a fine independence of sex. I love the Constitution of America because its freedom is the freest I know of, because it has broken away from all effete superstitions of authority, whether in church or state, and has left the rest of the world in the pitiful shadow of both follies, to toil after it by more than a hundred years.

And if these are qualities which have their defects, I go the length of loving some of the failings of American life and character as well.

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New Materials for Paper

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The REGG WRITER

A
MAGAZINE
DEDICATED TO
TYPEWRITING
COMMERCIAL
EDUCATION

VOL XV No. 2

OCTOBER 1912

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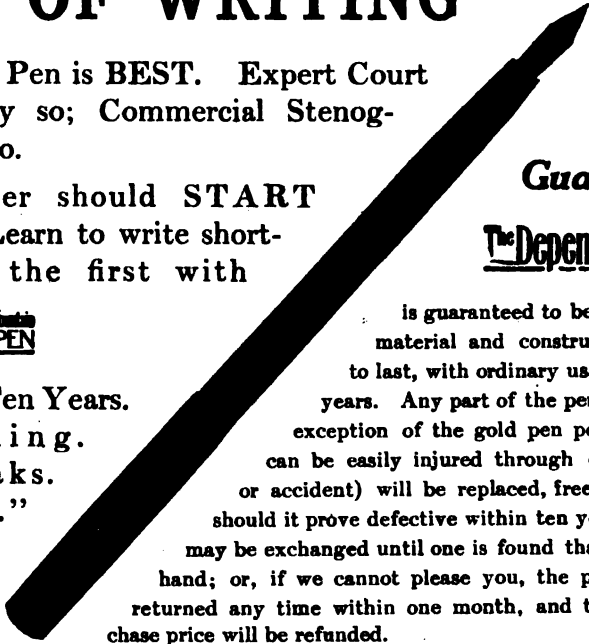
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The Dependable Fountain PEN is used by Mr. Fred H. Gurtler, Court Reporter, winner of the Miner Medal; Mr. John R. Gregg, Author of Gregg Shorthand; and many others that know good pens.

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The Gregg Writer

Vol. XV

CHICAGO, OCTOBER 15, 1912

No. 2

Miss Tarr's Brilliant Work Attracted World-Wide Notice

IN last month's *Writer* we gave an account of Miss Salome L. Tarr's brilliant work in taking and transcribing Governor Wilson's speech of acceptance of the Democratic nomination for the presidency and how it was featured by the papers all over the country. Since then we have been fairly deluged with clippings from our friends in various parts of the country telling about it. The American Press Association obtained a photo of Miss Tarr, syndicated the story and sent it out broadcast. The result has been that Miss Tarr's face and her stenographic prowess are now known throughout America at least. Some of the papers and magazines that recently contained the story and her photo are the Pittsburgh Press, Buffalo Evening News, Baltimore News, Washington Times, Leslie's Weekly, Detroit News, Van Wert Ohio Times, St. Paul Dispatch, Kansas City Star, Birmingham Ledger, Ottawa (Ill.) Republican-Times, The Stenographer, Philadelphia, and The Phonographic World, New York.

The New York Times of Sunday, August 25, devoted nearly a page to a discussion of the question "Is Speed Stenography a Gift or Hard Work," which was illustrated with a specimen of Miss Tarr's notes and photos of both Miss Tarr and Miss Paula E. Werning. The writer of the article quoted Miss Tarr as follows:

I do not believe that the real honors of this profession can ever be got by industry, unless it is backed up by personal aptitude.

For instance, take the matter of reporting a big political speech. There is seldom any great necessity for speed. There was not, at any rate, in reporting Gov. Wilson's speech of acceptance. He was obliged to speak rather deliberately to make his points to the committee, and to let his voice have time to carry to the people beyond. So that I could follow him comfortably, without straining to break any records, as far as the actual number of "words per minute" was concerned.

But picture the other aspects of the job. Here were dozens of men waiting to get an accurate transcript of that speech. There was not a single word that I could afford to miss.

I could not let my mind be distracted by any of the laughing, or applauding, or cheering that naturally broke into the speech time and again. I dared not think of how important my accuracy was, for fear that in a panic I would mix it all up.

I was not actually excited, I think, at the time. I seemed to be cool enough. But down underneath I knew that my value as a shorthand writer that day lay in my ability to keep my head and concentrate my attention. If I were giving advice to a girl who was trying for expert craftsmanship in shorthand, I would say that she must learn never, never, never to let go, no matter how panicky things become.

It is courage and stick-to-it-iveness that win. You can have all the speed in the world in a back parlor somewhere, with nothing depending on you, and you can be letter perfect in your transcripts, and still you are not fitted to go into important work, at least not unless you know that your abilities won't all desert you under fire.

And that, of course, is where the matter of individual temperament comes in.

It is not possible to train a woman who is naturally timid and uncertain so that she will ever become an expert shorthand writer. At least, it seems so to me. I cannot imagine some types of women I have known ever in the world becoming really proficient at this work.

No, of course being an expert stenographer isn't quite as serious a business as being a good poet, but I do believe that they are more born than made.

The article then went on to say:

Miss Tarr is an admirable argument in favor of beginning to learn shorthand when you're young. A year and a half after she had had her first lesson she won third place for speed and established a world's record for accuracy in the fifth International Shorthand Speed Contest at Washington in 1910. Her copy was 99.4 perfect, which, till then, had never been heard of for accuracy.

Mr. Rupert P. SoRelle was quoted in the same article as saying that

Personally, I think all children should be taught shorthand, just as they are taught spelling. Then, if later they want to take it up as a serious vocation, let them put a little extra work into the finishing courses and become experts.

Of course, Miss Tarr is right to a certain extent when she calls for special talents. But I think that many of these requisite traits can

be acquired. Steadiness and concentration and good nerves are matters largely under our own control. I should also have added amiability as a fortunate possession for the successful stenographer, though I suppose Miss Tarr took that for granted.

A special writer of the *Wilkes-Barre Telegram*, who writes under the name of "The old Reporter," in an article on the subject of shorthand and the various speeds made in the contests, says:

But it looks as though the old Pitmanic systems are falling into desuetude. The Gregg system appears to be taking their places. While I am not acquainted with this system, I have seen a young lady, Miss Salome L. Tarr, of New York, writing it very rapidly and also remarkably accurately.

About a year ago this young lady gave an exhibition of her speed in Professor Dodson's Business College, which is situated directly over my office in the Savoy building. She wrote 167 words a minute with a piece of chalk on a blackboard, and read the matter without a hitch. I noticed a whole page devoted to this talented young lady in Sunday's *New York Times*, together with the cut of a page of her notes, which were surprisingly neat, and which were taken at a high rate of speed. They were notes of a speech delivered by Governor Woodrow Wilson at Sea Girt, his country home. The Governor, who is a very good shorthand writer, took occasion to compliment Miss Tarr, who is a pretty little miss of nineteen years, on her proficiency.

The writer then quotes from the *Times* article quoted in the foregoing, and continues:

The stenographer, and particularly a nineteen-year-old girl, who attempts the feat of taking down a prominent man's speech before a big crowd, is more than liable to "stage

fright." With thousands of eyes upon her, and she realizing that accuracy is as necessary as speed—that a single error will militate seriously against her—it is little wonder that she generates a nervousness which may throw the fat in the fire. Coolness under such circumstances is as valuable as accuracy and speed, as without the former one cannot attain the latter. Knowing Miss Tarr as I do I am more than pleased over the fame she has attained in her profession. She is a nice, pleasant, quiet and unassuming little miss whose head has become in nowise inflated over the success she has achieved.



Key to Miss Tarr's Reporting Notes

[The *Times* stated that the page of Miss Tarr's notes produced was from Governor Wilson's speech of acceptance. This was an error. It happened that at the time Miss Tarr was asked for a specimen of her notes she gave a page from a speech of Hon. Dudley Field Malone, delivered on "Jersey Day" at Sea Girt.]

This is a campaign in which the young men of America are vitally interested. When it is said that the candidate of Democracy, as has been said, is a candidate to-day because of the bosses of the Democratic Party, it is a futile statement which all citizens know to be false. The decency, the pride, the youth, the vigor, the idealism battled at Baltimore, not for Woodrow Wilson, but for the generations that are to come, and in the proportion that they stood up for him they knew that he represented not merely the ideals of little New Jersey, but the soon prevalent ideals of our country. The corrupt influences, the money agencies of power and every bit of influence and activity that could be brought to bear tried to defeat his nomination, but the young men of America, with the counsel of the older men, standing for the decency of Democracy and the hope of America, stood stolidly in file and line, a solid phalanx, for this new revolution, as the Minute Men, the Wilson and Marshall Minute Men of 1919. [Applause.]

Convention of the National Shorthand Reporters' Association, Held in New York City, August 19 to 23, 1912

New Officers

President: Charles W. Reitler, Denver, Colo.

Vice-President: Willard B. Bottome, New York.

Secretary: E. H. Eldridge, Boston, Mass.

Librarian: Dr. W. D. Bridge, Orange, N. J.

Treasurer: George A. McBride, Philadelphia.

Executive Board: E. M. Williams, Los Angeles, Cal.; Charles H. Requa, Brooklyn, N. Y.; Gordon L. Elliott, Des Moines, Iowa.

Reported by Rupert P. SoRelle

IT WOULD be hard to find a cleaner-cut, finer-appearing, more prosperous looking, happier, or more optimistic body of men than were drawn together in this convention of reporters that met at the Hotel Vanderbilt, New York, August 19-23. It was a good crowd to mingle with, to exchange ideas with, and to meet on the ground of good fellowship.

The three features of the convention that stood out boldly above all the rest were the work on standardization of shorthand, the report and recommendations of the committee on demonstration of reporters' office appliances, and the speed contest for the shorthand championship of the world. A full report of the latter feature was given in the September number of the *Gregg Writer*.

The first day of the convention was given mainly to the registration of the members, to renewing acquaintances and making new ones, and to viewing the various exhibits. The exhibitors having space were the Remington, Underwood and Blickensdorfer Typewriter Companies, the L. E. Waterman Pen Company, the Gregg Publishing Company, Henry P. Roberts Commercial Phonographs, Isaac Pitman & Sons, the Dictaphone Company, and the Beck Duplicator Company. The committee on demonstration had gathered about 140 individual exhibits from reporters in all parts of the country. These proved to be of intense interest to the reporters and were examined and studied with a great deal of care.

The first formal session of the convention was held Tuesday morning with President Charles F. Roberts presiding. The Association was welcomed to the city by Mr. Abraham I. Elkus, a regent of New

York University, and Mr. Harry W. Wood, president of the New York State Stenographers' Association, and the response was made by Mr. O. L. Detweiler, of Philadelphia. At this point I want to comment on one innovation in the program. Contrary to the usual custom, it did not announce the name of the speaker who was to discharge the pleasant duty of delivering the first address of welcome. This was a wise precaution. It avoided explanations and disappointment. As a general thing, speakers thus assigned, especially mayors and governors, are much like Mark Twain's matches—about one in twenty strikes.

Opening Session Tuesday

President Roberts in his address, reviewed the general condition of the Association during the year and called special attention to the proposed amendments to the constitution relating to the admission of shorthand teachers, to the work of the committee on standardization, the committee on membership, and the matter of a paid assistant secretary.

A feature of the morning session that aroused a great deal of interest was the exhibition by Mr. Edward J. Shalvey of a page of shorthand notes and transcript, written by Governor Wilson, from his recent speech of acceptance of the Democratic nomination for the presidency. The notes were exceedingly well written in an advanced style of shorthand and showed that the Governor could easily qualify as a member of the profession. It was on the reporting of this same speech, it will be remembered, that Miss Tarr won the Governor's favor and the notice of the newspaper correspondents in Sea Girt

who told about her wonderful feat of shorthand and typewriting in connection with it. The championship shorthand contest, a report of which has already been given in this magazine, was held Tuesday afternoon.

Report of the Standardization Committee

The entire day Wednesday was devoted to the report of the standardization committee. It was made by Robert S. Taylor (chairman), Thomas Bengough, E. H. Eldridge, J. E. Fuller and others. The report was an exhaustive review of the whole subject and unquestionably represented a tremendous amount of work on the part of the members of the committee. It contained voluminous exhibits of lists of words coming under the various principles, supplemented by numerous black-board illustrations of the short-cuts and expedients. The whole work, of course, treated of the Pitmanic system and its various adaptations.

Mr. Taylor in his opening remarks said that the object of the investigation was not to point out the mistakes and weaknesses in Pitmanic shorthand, nor to call attention to the defects. "We seek but the truth," he said, "and take it wherever we find it." He said that at present the shorthand writing of one writer was virtually a closed book to another. Then, after drawing attention to the question of conflicting outlines, those outlines which bear a strong resemblance to others, and illustrating some of these, he said that "it is shorthand for reporters that we are dealing with, not shorthand for amanuenses. The former is beyond the limited experience of the latter. Referring to the question of standardization, he said, "The task before us is of Herculean proportions. The first thing is to remove prejudices."

Mr. Taylor laid a great deal of emphasis on accuracy: "It is easy to devise a brief system," he stated, "but unless it can be read at once what is it worth? A system which will not meet the needs of immediate and future legibility is worthless." One of the most striking thoughts he presented was that "in selecting all of our outlines we should keep in mind the ability of the average penman—the outlines should not be judged by the ability of the most skilled and accomplished penman."

"We should strive," he continued, "to build up a system fundamentally simple, easy of execution, brief as speech is rapid, and approximating as nearly as possible the idea of readability without the aid of context."

The "W," "Y" and "H" Problems

Mr. Taylor, whose address was in part extemporaneous, then went into some of the recommendations of the committee with regard to the principles of shorthand. The most important difficulties, the report stated, were to be found in the representation of w, y and h, and the working out of a satisfactory vowel scale. The work of the committee in compiling and testing long lists of words was prodigious. One list in particular had been prepared of all the useful words in the language in which w, y and h occur. The list of "w" words alone contained something like 1,700 words.

The committee recommended the adoption of Benn Pitman and Graham form for w, as an analytical comparison showed that the Isaac Pitman forms of words containing w were on the average twenty per cent longer. It was also recommended on the same grounds that the Benn Pitman and Graham methods of expressing y be adopted.

The question of the representation of the letter h appeared to be a most serious problem. In the Benn Pitman and Graham systems it is a compound character—a hook and a stroke—and is also expressed sometimes by a tick; in the Isaac Pitman system it is represented in four different ways—by two compound characters (a circle and stroke upward, a circle and stroke downward), by a tick and by a dot; in Munson it is represented by a thickened m.

The committee reported that the Munson form—the heavy m—was almost universally condemned.

Comparisons showed that the Benn Pitman and Graham representation of h was superior to the Isaac Pitman method and its adoption was therefore recommended. It was stated that "there was a great deal of dissatisfaction with the representation of h."

Vowel Scale

The report then took up the question of "vowel scale," the committee reporting

that after working on the problem all the year and making exhaustive comparisons, "there was not a handful of advantage either way." It was believed, however, that "there was some slight advantage in the Isaac Pitman scale in word distinctions." On this vital problem the committee had therefore no recommendation to make.

Mr. Bengough, who brought with him a vast array of charts, went into a most technical and hairsplitting discussion on the question of the vowel scale to prove that there was some advantage in the Isaac Pitman method. Mr. Frederick J. Rose of Chicago, an Isaac Pitman writer, urged that the convention should act in accordance with the legal dictum that if the preponderance of evidence be on one side, no matter how slight, the verdict should be given to that side. Therefore, the Isaac Pitman vowel scale should be adopted. That seemed to be perfectly agreeable to Isaac Pitman writers. But Dr. W. D. Bridge took the floor to state emphatically that when Isaac Pitman changed his vowel scale, he, Dr. Bridge, adopted the new Isaac Pitman scale and used it for nine months. Then, finding it inferior to the original scale—the one used by Benn Pitman and Graham—he went back to that. This statement met with the hearty approval of the Benn Pitman and Graham writers. And there you are! Dr. Bridge added, with some sarcasm, that Isaac Pitman had changed his ideas every three years from the time the system was published until he died.

The "Hook" Question

Many perplexing problems were brought to light in the investigations of the committee on "initial hooks." The questions naturally arose: Should large hooks be used initially? If so, what is the best purpose for which they can be used? Voluminous lists with illustrations and figures were submitted showing the comparative values of "kw" and "pl" at the beginning of words—but the committee had no recommendations to make. It probably could be solved similarly to the way troublesome questions are solved on "amateur night."

On the question of "final hooks" the committee recommended the retention of

the large "shun" hook and the elimination of the "f and v" hook. A recommendation was made against the use of the "m" hook.

Mr. Taylor was followed by Mr. Fuller, who presented a minority report on some of the questions raised by Mr. Taylor.

After the standardization session closed, the following amusing conversation was heard. The voices came over the screen and it was impossible to avoid hearing what was said:

First Voice: "I tell you I am opposed to this Standardization discussion at our meetings. We can never reach an agreement, and each fellow that gets up points out the defects of the others."

Second Voice: "But that is just what we want. We ought to know the defects so as to get rid of them."

First Voice: "Yes, but in the meantime we are showing up the weak points in all the Pitmanic styles and those Gregg people are getting the best kind of arguments from us. I watched Gregg and some of his people while that discussion was on and they were grinning all the time."

At the conclusion of the report of the committee on standardization Mr. Arthur Lovell, of Boston, read an interesting paper on "Convention Reporting," after which the committee on "Shorthand Frauds" reported that it had nothing to report—which was rather surprising, considering the noise that was raised about "frauds" at Buffalo last year.

The Dictagraph

Mr. Frederick J. Rose, of Chicago, then gave a most interesting and valuable account of the celebrated "Sheridan and the Dictagraph" case. He reviewed the whole controversy from an unprejudiced point of view and in conclusion said:

There is no act of skill so little understood by the general public as that of shorthand writing. It has become credited in years gone by with impossibilities, and this association has conducted great speed trials to demonstrate to the general public the degree of skill at the disposal of shorthand writers, disproving the absurd claims of charlatans that 300 words a minute for many consecutive minutes is within the range of daily possibility. Contrasted with this is the demonstration made by Sheridan in Washington and by Himmelblau in Gary, Ind., of inefficiency, and the public has a right to be educated in one respect as truthfully as in the other. It behooves us to maintain, even to raise, our standard of efficiency, to warn the

public of the dangers with which it is beset through the employment of either active or passive inefficient agencies in the sphere of shorthand; and, mindful of our own steps lest we fail, by practice and precept to encourage those who are following us in the profession to live up to the highest that is in them, to strive for the ideal, to perfect their mastery of an art-science which demands the highest manhood and the highest degree of skill of which any one of us is capable.

At the conclusion of Mr. Rose's very able discussion of the subject, he presented the association with a handsomely bound volume containing the whole history of the case and an account of the official investigation.

Thursday's Session

The committee on legislation, headed by Mr. George A. McBride of Philadelphia, made its report with no recommendations. Mr. Hart, of Roanoke, Va., discussed the question of the Slemp Bill, and Mr. Downing, of the New York Board of Regents, spoke on the relationship of that body to the shorthand reporters of New York. He stated that no law for the regulation of shorthand reporters should be passed fixing requirements for entrance without a provision providing for equivalents. He advocated a fee of \$25 for examination and said that New York was the only state with a C. S. R. law. He thought that eventually a system of licenses for official reporters would be put into effect.

Dr. W. D. Bridge, the librarian of the association, told of the work which had been done by him. He recommended that that portion of the library which was at his home in Orange be transferred to the New York Public Library where it might be catalogued with the Beale Collection. When discussing the shorthand libraries in Europe, he said:

In this connection allow your librarian to say that our fellow member, Mr. John R. Gregg, very recently visited that exceedingly great shorthand library owned by and under the control of the Government of Saxony at Dresden. He was received with the honors due him as one of the foremost shorthand workers, authors and promoters of shorthand matters in this country, and was freely shown the treasures of that vast collection, and on leaving was pressed to accept a most generous gift from the duplicates of that library. Why, now that we have our own library where we can get at it as we have not done before, may we not get in

touch with this German and other great collectors and be enriched by the fellowship?

Mr. Bottome read a report embodying the work of the committee on demonstrations. The committee on resolutions brought in five propositions for the consideration of the convention:

- (1) Recommending that a suitable resolution be passed for a more definite organization of the committee on standardization, and that the committee be made a standing committee;
- (2) Recommending that the proposition to admit shorthand teachers to membership be disapproved;
- (3) Recommending that a campaign for membership be inaugurated through the employment of field agents;
- (4) Recommending that some action be taken on the part of the Association to increase the sum of \$200 appropriated for the erection of a memorial to Benn Pitman, that sum having been found to be inadequate; and
- (5) Recommending that certain practices involving the faking of shorthand notes be condemned.

There was considerable debate on the last recommendation, but upon a final vote it carried by a majority of 32 to 11. Mr. Clyde H. Marshall, of Brooklyn, presented a memorial from the Shorthand Club of New York as to Civil Service examinations.

Announcement of the results of the speed contest was made by the ever-popular J. N. Kimball, chairman of the speed contest committee. The committee's report was printed in full in the September number. Mr. Kimball is entitled to great credit for the admirable manner in which the contest was conducted. He has a positive genius for managing such contests efficiently and at the same time keeping everybody in good humor.

Friday's Session

There was but a small crowd gathered for the Friday morning session. Among the papers left over from the day before was a valuable one by Edwin L. Allen of Pittsburg on "The Ethics of the Reporting Profession." In closing he said:

This whole matter of ethics among us as among those of any other profession rests upon our good conscience and good common sense. If we act as we know we should act, if we act not for our own immediate self-interest, but for ultimate best interest and for the interest of each other and of others, we shall need no

code to teach us, but we shall, in our business life, at least, come pretty near to that perfection which no mere man can quite attain.

The auditing committee, through Mr. H. A. Edgecomb, reported that everything was in apple-pie order, and the committee on the "Official Organ" reported that the proposal of *The Stenographer* had been again accepted. Several proposed changes in the constitution of the association were acted upon, the most important one relating to membership, which was changed to read as follows:

Any person who shall demonstrate to a committee of one or more members of the Association, to be appointed by the president, (a) that he is of good moral character; (b) that he possesses a high school education or its equivalent; (c) that he can write in shorthand general matter at not less than 150 words per minute for five minutes and transcribe the same with at least 95 per cent of accuracy, shall be eligible to membership.

The committee on the emblem of the Association asked for further time. The committee on resolutions proposed thanks to the various officers and others who had read papers, to the speakers and to those who had contributed to the entertainment and comfort of the members while in New York.

Mr. John R. Gregg of New York, recently returned from Europe, presented on behalf of the Royal Stenographic Institute at Dresden their greetings to this national body with their wish for the most cordial relations in future years. The Association expressed its appreciation of this fellowship. On motion the president was authorized, if he found it possible, to commission some one to represent the Association at the International Shorthand Convention in Spain in September, 1913.

The Social Side

After a delightful ride down the Hudson and through the Bay Tuesday even-

ing, the members of the convention were entertained at the Crescent Club on Long Island as guests of the Remington organization under the able pilotage of Messrs. Thomas F. Crean of the Remington organization, Mr. Harry C. Spillman, the Remington school manager, and Mr. W. D. M. Simmons of the Smith Premier Company.

Wednesday evening the members of the convention were guests of the Underwood Typewriter Company at the Winter Garden where "The Passing Show of 1912" was being given. Mr. C. V. Oden, the Underwood school manager, acted as host, and discharged his duties in his customary popular style.

One of the most enjoyable features of the convention was the banquet given Thursday evening in the "Della Robbia" restaurant of the Vanderbilt. The toastmaster was Mr. Peter P. McLoughlin, of New York. Mr. McLoughlin is a humorist and afterdinner speaker of the first water and kept the banquetters roaring with laughter during his half-hour speech. Others who spoke were President Roberts, Mr. Willard B. Bottome, Mr. Charles H. Requa, Mr. William A. Anderson, Mr. Harry Wood, Mr. Wakefield Sammis, Mr. John R. Potts, Mr. Charles W. Reitler, and Mr. O. L. Detweiler. Miss Pechin, of Washington, gave two delightfully humorous readings, and a quartette of male voices furnished music.

Miss Wilson's Demonstration

At the close of the session Thursday afternoon Miss Florence Wilson, the noted and popular demonstrator for the Underwood Typewriter Company, gave a demonstration of her skill as a typist under the direction of Mr. J. N. Kimball. Miss Wilson wrote 116 1-2 words per minute for five minutes, and was warmly applauded for her great skill.



TO think we are able is almost to be so; to determine upon attainment is frequently attainment itself. Thus earnest resolution has often seemed to have about it almost a savor of Omnipotence.—*Samuel Smiles.*

The Learner and His Problems

A Department of Hints and Helps for the Learner and Others. Conducted by John R. Gregg, 1125 Broadway, New York City, to whom all communications relating to this department should be addressed.

About the First Six Lessons

BY the time this number of the magazine is published you will probably have completed the first six lessons in the Manual. And these, let us suggest, are the most important—at least from the learner's point of view—in the whole Manual, for they contain all the basic principles of the system. With the material contained in these lessons it is possible to write any word in the English language—not the shortest and best outlines for *all* words, it is true, but by far the greatest number of words you will be called upon to write in actual work will be written by the application of the principles contained in these lessons.

Then there is another point: All the principles that are presented in the following lessons depend absolutely upon a thorough understanding and a *working knowledge* of the principles you have already learned. It is therefore of the utmost importance that you possess a mastery of these first six lessons.

What does a mastery of a shorthand principle or a lesson mean? To be able to recite a rule glibly,—to be able to recall in your own mind what the Manual states about the application of a rule,—is not *mastery*, so far as shorthand is concerned. You must be able to apply the rules quickly and accurately in *writing* words. Mastery in shorthand—or in any other similar art—means that the operations of writing must have been learned so well that they become automatic—transferred from the “conscious” to the “subconscious” mind. That may impress you as being abstruse or “scientific,” but it really isn't. When you walk it is not necessary for you to *think* of putting one foot forward, and then the other, and of all the other movements incident to walking. All of these operations have been performed so many times

by you that they now require no further thought—they have become automatic. But there was once a time when you *did* have to give conscious direction to your footsteps. So it is in shorthand. By constant repetition in studying, writing and reading the words and exercises in these first lessons the application of the principles will become automatic. If you tested the matter you would probably find now that you can already write a great many of the ordinary words automatically—words like “of,” “to,” “the,” etc. Why have they become so? Simply because you have written and rewritten them until it is no longer necessary to give any conscious effort to writing them.

Methods of Review

From what has already been said you can easily see that reviewing the work you have gone over is one of the most necessary things in connection with studying shorthand. But there are “reviews” and “reviews.” If you just skim over the work, thinking you know it simply because it looks familiar, without going down deep into the details, analyzing and actually testing your knowledge, the “review” will not be of much benefit.

There are three processes you must go through in reviewing, as in studying the lessons for the first time. First, study the principles carefully in detail with your mind concentrated on the work; second, the words should be written—preferably from dictation—and then compared critically with the forms given in the book; third, the words should be read. Make your corrections in the outlines when reading, and rewrite several times any word that you wrote incorrectly or failed to execute properly.

What You Should Have Already Learned

To make your review inclusive of all you have gone over so far, perhaps the following résumé will assist you. Study it carefully and see if you can recall vividly all the principles it suggests.

First Lesson

1. To write by *sound*.
2. Nine consonants, forward and upward; and six circle vowels.
3. Four rules for joining circles to consonants:
 - (a) *Joined to curves*: inside curve.
 - (b) *Between reverse curves*: on the back of first curve.
 - (c) *Joined to straight lines*: forward, as hands of clock move.
 - (d) *Between characters forming angle*: outside angle.
4. Methods of expressing punctuation marks.

Second Lesson

1. Seven consonants, all downward.
2. Combinations *ft*, *fl* written without an angle.
3. Fifth and last rule for joining circles:
 - (e) *Between oblique curve and straight line*: outside.
4. The base of the first consonant rests on, or starts from the line of writing.

Third Lesson

1. Six hook vowels.
2. Rule for joining O-hook:
On side before N, M, R, L, except when preceded by downstroke.
3. Two rules for joining OO-hook:
 - (a) On side after N, M.
 - (b) On side after K, G, when followed by R or L.
4. W expressed by OO-hook.
5. Wh sounded "hw"; write dot, then W.
6. Y represented by F.
 - (a) Ya, large loop.
 - (b) Ye, small loop.
 - (c) Yo, E inside O-hook.
 - (d) Yu, E inside OO-hook.

Fourth Lesson

1. S and Th.
2. Four rules for S:
 - (a) *Joined to curves*: same direction as curve.

(b) *Joined to straight lines*: form sharp angle.

(c) *Joined to SH, Ch, J*: use "comma S."

(d) *In words consisting of S, TH and vowel*: use "comma S."

3. Two rules for Th:

(a) *Joined to O, R, L*: use backward Th.

(b) In other joinings: use forward Th.

4. "So" and "Us."

(a) In all words beginning with "so" use comma S.

(b) In "us" at the beginning of word, or after K, G, or any downstroke, join "u" and "s" without an angle.

5. Z, expressed, when necessary, by S with dash before or after.

6. Th (as in "breathe") distinguished from Th (as in "breath") by dash before or after.

7. NG, lowered N; NK, made longer.

Fifth Lesson

1. Four diphthongs: U, OW, OI, I.
2. Vowel combinations:
 - (a) Write one after the other, joining.
 - (b) I (long) and any following vowel: join large and small circle.
 - (c) I (short) and A: large circle with dot inside.
 - (d) E (long) and A: large circle with dash inside.

Sixth Lesson

1. Nine blends: seven curves, two straight-line blends.
2. Circle seldom omitted before *nt*, *nd*, *mt*, *md*, in body of word.
3. If there is a choice between *ten* and *ent*, give preference to *ten*.
4. *Mem*, *men* does not represent syllable beginning with N.
5. Not necessary to keep first S of *ses* distinct after a circle.



Learning the Wordsigns

We are indebted to the Rev. Henry C. Staunton, Binghamton, New York, for the following suggestion as to a novel method of learning the wordsigns:

I note that in the May number you give suggestions for learning wordsigns. As one who has

studied many languages, and has had at different times a great deal of routine matter to commit to memory, let me suggest that there is no such quick and interesting method as the following:

Let the student provide himself with a number of blank visiting cards at any stationery store; let him write the character on one side and the English for it on the other, turning the card in the same manner as he would a coin (from top to bottom); let him take about a hundred of these cards at a time, shuffle them thoroughly, and play "solitaire" with them, putting the cards whose reverse he instantly knows in one pile and the unknown or doubtful ones in another, reshuffling and redealing the latter pile again and again, and he can learn all the wordsigns in one afternoon. I have learned a hundred and fifty foreign words at one sitting by this method, and it is not nearly so tiring as other methods. Probably you know of this method, but it was not mentioned in your article.



Review Questions (On the First Twelve Lessons)

To know the "Theory" of course is absolutely necessary because that is the foundation; but to know the "practice" is the real test. The following questions have been prepared to test your knowledge of both theory and practice. In answering the questions for yourself, be sure that your answer is definite and really is an *answer*. Simply check off those questions you cannot answer to your own satisfaction. Then after you have gone through them all take up your text and find the answers to those questions which puzzled you. After a day or so has elapsed it would be an excellent plan to go over the questions again to determine whether or not your knowledge is perfect.

If there are any points in particular which are not clear, we shall try to answer them through the columns of this department. Just write us about them.

1. Write all the shorthand consonants, including the blends, together with the corresponding longhand letters.
2. Write the shorthand vowels and diphthongs. Example for each.
3. Give five rules for joining circles to consonants. Example for each.
4. Give all rules for downward and upward hooks, with example for each.
5. How is W represented at the beginning of words? Why? How in the body of words? Give four examples of each.

6. How is YA represented at the beginning of words? YE? YO? YU? Example for each.

7. Give three rules for writing S. Two examples for each rule. Give two exceptions to the rule for joining S to curves. Two examples for each.

8. Give two rules for TH. Two examples for each rule.

9. How are the combinations IA, IO, IE (long I), represented? How do we express IA (short I)? How EA? Example for each.

10. Give the rule for explaining the absence of position writing as given in Par. 26.

11. Write one word illustrating each of the blended consonants.

12. How are NG and NK written? Three examples for each.

13. How is the phrase of the implied? Examples. When is *do not* represented by the sign for DeN? Examples.

14. Before what characters may T represent *to* in phrases? Examples.

15. Give rules for expressing R by the reversing principle. Three examples for each.

16. When do we write S contrary to rule to express R? Two examples.

17. How do we add S to words ending with a reversed circle? Four examples.

18. Give four words where the first vowel is omitted for convenience in phrasing.

19. When is D not written? When is T not written? How is LD expressed? Two examples in each case.

20. Give seven rules for the omission of vowels. Example for each rule.

21. How is the affix LY indicated? ILY? ALLY? INGS? How are WAR and WOR represented at the beginning of words. Examples.

22. How many joined prefixes are there? Give one word for each.

23. Give six examples of compound joined prefixes. Six of irregular compounds. How are irregular compounds formed?

24. How are FR and FL written at the beginning of words? Why? Three examples of each.

25. Express in shorthand: period, comma, paragraph, dash, interrogation, quotation, parenthesis, hyphen. Write: 6 per cent, 500, a million, 27c, \$9, \$400, \$2,000,000, a hundred million dollars, \$2.87. Should the capitalization marks be struck up or down? Why?

26. What is the limitation to the use of the prefixes IN, UN, EN, IM and EM?

27. Write: take, deacon, green, cattle, attic, rainy, lady, deed, linen, ticket, neigh, arraign, leak, irrigate, ark.

28. Write: baffle, shelf, catchy, jilt, jerk, giraffe, pave, beer, fib, teach, she, beak, chinchilla, jailer, jelly, shirk, knave, ledge, edge, badge.

29. Write: wall, yet, yoke, yawn, yore, watch, wedge, whip, pitch, weep, walk, Yankee, Yule, wallop, wallet, web, Yale, yam, yawl, joke.

30. Write: sofa, sleepy, song, thus, path, theme, through, booth, shows, saw, sew, zero, sorrow, throw, fancy, athlete, shoes, thief, zenith, series.

31. Write: Romeo, snowy, pliers, riot, coy, Noah, diary, Olympia, pious, bias, Siam, area, noise, piano, create.

32. Write: threaten, freedom, patent, latent,

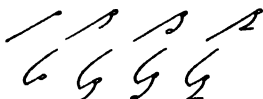
plenty, fastened, sprained, demon, demanded, judge, friendly, favor, fall, entire, duty, restive, attentive, immense, fences, custody, nominated, cessation, sustain, devout, pantry.



Some New Wordsigns to Add to Your List

Beauty—Duty

It has been found that occasionally, in very rapid writing, the forms for *beauty* (expressed by *bu*) and *power* (expressed by *pow*) are liable to clash. We now express *beauty* by *bti*, just as *duty* is expressed by *dti*. The analogy between the sounds of *beauty* and *duty*, as well as their derivatives, renders it easy to remember the forms, as will be seen from the following:

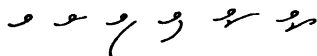


Key: Duty, dutiful, dutifully, dutifulness; beauty, beautiful, beautifully, beautifulness.

* * *

Thorough-ly

In future *thorough-ly* will be expressed by *ther*. When followed by *understand* or *understood*, *under* may be expressed as explained in the Thirteenth Lesson (Par. 158).



Key: Thorough-ly, thoroughness, thoroughbred, thoroughfare, thoroughly understand, thoroughly understood.

* * *

Determine

To avoid disjoining and to facilitate good phrase-forms, Mr. Swem has suggested the use of *ermin* for *determine*, which we have adopted.



Key: Determine, determination, in determining.

The value of this new form will be readily appreciated by the reporter, as the words *determine*, *determining*, *determina-*

tion are of very frequent occurrence in law reporting. By avoiding disjunction, a great many facile and valuable phrases are obtained.

* * *

Name of the Deity

The name of the Deity can be more quickly expressed by *gd* than by writing *g* with the marks for capitalization—as the latter necessitates lifting the pen. By writing *gd* for *God* all possibility of clashing with *good* is eliminated, and the forms for the derivatives may be more easily and definitely expressed:

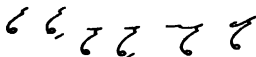


Key: God, godly, godliness, godlike, ungodly.

* * *

Experience

We have been expressing *experience* by *exper*, but as the word is of somewhat frequent occurrence we now write *spe*—a brief and distinct form:



Key: Experience, experienced, inexperience, inexperienced, in our experience, what experience.

* * *

Office—Official

The word *office* may be expressed by joining *of* to *is* (same form as *of-his*), and its derivatives may be expressed by adding the necessary letters. In the same way *official* and derivatives may be expressed as shown in the following:



Key: Office, officer, official, officially.

Mr. Swem as Governor Wilson's Campaign Reporter

Governor Wilson's first campaign speech, made at Gloucester, N. J., August 15, contained 4,500 words. It was delivered in thirty minutes--including the frequent interruptions by applause. Mr. Swem typed out the whole speech on the train while on the return trip to Sea Girt. In handing copies to the newspaper reporters, Gov. Wilson's campaign secretary said that the only change made was the insertion of an interrogation mark!



Mr. Swem's Notes on the 280 Test

TWO hundred and eighty words a minute! Four and two-thirds words per second! Do you really know what that means? Count out 280 words of the transcript of Mr. Swem's notes and see if you can *read* it aloud at that rate so that it can be understood. Then think of *writing* at that rate for five minutes, under the nervous strain of competition with the swiftest shorthand writers the world has yet produced, and you will perhaps understand why Mr. Swem's notes do not look quite like the plates in the *Gregg Writer*!

Yet analyze the forms closely as you

will, and it will be seen that they are remarkably legible. The slight variations from the ideally artistic forms have not destroyed their legibility.

How serviceably Mr. Swem's notes withstand the onslaughts of high speed ought to be a lesson to every young writer who sees them. Mr. Swem laid the right foundation by learning to write *accurately*. Copying the plates in the magazine and practicing the phrases and words in the Manual form a part of his daily practice. The result is that even under the stress of the most rapid note-taking his notes are wonderfully legible.

Notes taken at this speed are never ideal—in the nature of things they cannot be—but they are practical. How shorthand tends to deteriorate in quality as speed increases serves to show the absolute necessity for high ideals, and the importance of acquiring accuracy of movement at slower speeds. It is the only safe way.

Mr. Swem's notes show obvious nervousness in places. He says himself of his day's work in the contest that he "could not get his concentration." It was just one of those "off" days when brain and nerve and hand swerved a little out of the path of harmony. With all that, his records have simply astounded the shorthand world. The writers of the old-time systems simply cannot understand them.



Key to Mr. Swem's Notes

(The proper names, written under Mr. Swem's name, were given out in advance—"West Branch," "American Bridge Co.," "Baker," "Brown.")

Q Do you remember the 18th of July, 1906?

A Yes, sir.

Q Where were you working if you were working on that day?

A In the shop.

Q Whom were you working for?

A I was working for the American Bridge Company.

Q What happened to you on that day?

A A big piece of iron, a column of iron, fell on my foot and mashed it.

Q Which foot was it?

A The right foot.

Q Where were you when this iron fell on you?

A I was in a car.

Q Where was the car?

A The car was on the track near the wall.

Q Was the car outside or inside of the building?

A Inside.

Q Do you know what building that was the car was in?

A It belonged to their shop.

Q Do you know what the name of the shop was?

A The West Branch shop.

Q The shop was located at West Branch; but do you know what the shop was called?

A I do not know what the name of the shop was, but I know the car was on the track near the wall.

Q What company used the shop?

A The American Bridge Company.

Q What were you doing on the car at the time this iron fell on you?

A I was on my knees, stooped down, and was painting a piece of iron that was on the car.

Q What knee were you resting your body on?

A On the left knee.

Q You were stooped down, resting your body on your left knee?

A Yes, sir; and then I was painting with my right hand.

Q How were you facing when you were painting that column on the car?

A I was looking towards the wall.

Q Was the column you were painting nearest towards the wall or farthest from the wall on the car?

A It was nearer the wall.

Q Who was it, if you know, that directed you to get—



Commercial Teachers' Department of Kansas Teachers' Association

To be Held in Topeka, Kansas, Nov. 8-9, 1912

1. The Need of Pedagogic Literature for the Commercial Teacher, by L. A. Parke, Kansas State Normal School.

General Discussion.

2. Why More Liberal University and College Entrance Credits Should be given the Commercial Subjects,—A General Discussion, led by J. E. Boyd, Kansas City, Kansas, High School.

3. How Shall the High School Teach the Use of Modern Business Office Equipment? Five-minute Discussions:

(a) Filing, F. M. Unruh, Minneapolis, Kansas.

(b) Duplicating Devices, Clarence E. Howell, Wichita, Kansas.

(c) Loose Leaf Books, Manifolded Devices, Etc., E. W. Swank, County High School, Effingham, Kansas.

4. Favorite Teaching Methods,

Three-minute talks by volunteers who are willing to tell of some of their most successful plans for securing good results in any of the commercial branches.

5. What Can the Commercial Section of the Kansas State Teachers' Association Do to Further Strengthen and Dignify the Work of Commercial Teaching? General Discussion, led by H. T. Jett, Topeka, Kansas.

C. E. Birch, Chairman.

H. T. Jett, Secretary.

THE "Order of Gregg Artists"

is a clan composed of artistic writers of the system, which has for its object the development of artistry in writing. This department is the official spokesman of the clan. Conducted by Alice L. Rinne, O. G. A., 32 S. Wabash Avenue, Chicago, to whom all communications relating to this department should be addressed.



HOW TO BECOME A MEMBER OF THE O. G. A.: Make two copies of the article "O. G. A. Test" in your very best shorthand. Send one copy to the editor of this department, the other retain for comparison with the shorthand "plate" which will appear the following month. If your copy possesses the necessary artistic qualities, you will be awarded an "O. G. A." certificate, and your name will appear in the published list of members. An examination fee of twenty-five cents must accompany your test. A test is good only for the current month.

The O. G. A. is a select company of artists, and membership is granted only to those whose notes show unquestionable artistic merit. It is worth your while to try for membership. You may not succeed the first time you try, because the standard is very high. But you will not know until you do try.

The emblem of the clan is a triangle enclosing the characters O. G. A. The left side of the triangle stands for "theory," the right side for "accuracy" and the base for "beauty"—the three qualities that go to make up artistic writing.



AS the September magazine has had time to reach only those of our readers who live in the immediate vicinity of the "home" of the *Gregg Writer*, we are holding the September test open until the 15th of October, in order to give those who live in the more distant states and foreign countries an opportunity to send in the test for September. We are also holding over the plate so that our fairness in this matter may not be questioned.

The list of those who qualify for the certificate on the September test will then be published in the November number, together with the plate, "Extract from Governor Wilson's Speech of Acceptance."

We have chosen an "Extract from Colonel Roosevelt's Speech of Acceptance" for this month's test, as being apropos of last month's selection. The list of those

who qualify and the plate for the "copy" will be published in the December number, and so on.

It has occurred to us that we might publish a few of the plates which come in from time to time, and if you wish us to consider your shorthand for reproduction do not fail to write it up in plate form—that is, five by seven inches, and in black ink. Other colors of ink do not lend themselves to the engraving process. A special prize of a year's subscription to the magazine will be awarded to any one whose plate we publish.



O. G. A. Test

Extract from Col. Roosevelt's Speech of Acceptance

To you, men and women who have come here to this great city of this great State formally to launch a new party, a party of the people of the whole Union, the National Progressive Party, I extend my hearty greeting. You are taking a bold and a greatly needed step for the service of our beloved country. The old parties are husks, with no real soul within either, divided on artificial lines, boss-ridden and privilege-controlled, each a jumble of incongruous elements, and neither daring to speak out wisely and fearlessly what should be said on the vital issues of the day. This new movement is a movement of truth, sincerity and wisdom, a movement which proposes to put at the service of all our people the collective power of the people, through their governmental agencies, alike in the Nation and in the several States. We propose boldly to face the real and great questions of the day, and not skillfully to evade them as do the old parties. We propose to raise aloft a standard to which all honest men can repair, and under which all can fight, no matter what their past political differences, if they are content to face the future and no longer to dwell among the dead issues of the past. We propose to put forth a platform which shall not be a platform of the ordinary and insincere kind, but shall be a contract with the people, and, if the people accept this contract by putting us in

power, we shall hold ourselves under honorable obligation to fulfill every promise it contains as loyally as if it were actually enforceable under the penalties of the law.

The prime need to-day is to face the fact that we are now in the midst of a great economic evolution. There is urgent necessity of applying both common sense and the highest ethical standard to this movement for better economic conditions among the mass of our people if we are to make it one of healthy evolution and not one of revolution. It is, from the standpoint of our country, wicked as well as foolish longer to refuse to face the real issues of the day. Only by so facing them can we go forward; and to do this we must break up the old party organizations and obliterate the old cleavage lines on the dead issues inherited from fifty years ago. Our fight is a fundamental fight against both of the old corrupt party machines, for both are under the dominion of the plunder league of the pro-

fessional politicians who are controlled and sustained by the great beneficiaries of privilege and reaction. How close is the alliance between the two machines is shown by the attitude of that portion of those Northeastern newspapers, including the majority of the great dailies in all the Northeastern cities—Boston, Buffalo, Springfield, Hartford, Philadelphia, and, above all, New York—which are controlled by or representative of the interests which, in popular phrase, are conveniently grouped together as the Wall Street interests.

It seems to me, therefore, that the time is ripe, and overripe, for a genuine Progressive movement, Nation-wide and justice-loving, sprung from and responsible to the people themselves, and sundered by a great gulf from both of the old party organizations, while representing all that is best in the hopes, beliefs, and aspirations of the plain people who make up the immense majority of the rank and file of both old parties.



Shorthand Speed Contests to be Held Under the Auspices of "Office Appliances" at the New York Annual Business Show, November 11, 1912

AS we go to press we learn that, in addition to the typewriting contests, there will be two shorthand contests at the Business Show in New York. The contests are to be under the auspices of "Office Appliances," and will be held November 11th. The contests will be as follows:

National Shorthand Speed Championship

Open to any shorthand writer, to consist of five minutes dictation on straight matter—lecture, speech, sermon, editorial or literary selection—to be dictated at the rate of 200 words per minute.

One hour and fifteen minutes will be allowed for the transcription in this contest.

All contestants whose transcripts contain more than three per cent of errors will be disqualified.

National Commercial Stenographers' Championship

Open to any person who is at present employed in a commercial or law office. The test to consist of five one-minute business letters, each containing 150 words. Rate: 150 words per minute.

One hour will be allowed for the transcription in this contest.

All contestants whose transcripts contain more than three per cent of errors will be disqualified.

This contest will be decided on points of which ninety-five per cent will be allowed for accuracy of transcription and five per cent for correct typing and form. Directions as to indentation, etc., will be given prior to the contest.

Medals for Prizes

Gold, silver and bronze medals will be awarded to the winners of first, second and third places in each contest.

Certificates will be given to all who come within ninety-seven per cent of perfect accuracy of transcription in each contest.

Conditions

Each contestant must furnish his own machine, but everything else will be supplied.

The judges will be appointed by "Office Appliances."

Entries must be made on or before November 9 to Mr. J. N. Kimball, of 1358 Broadway, New York.

An entrance fee of \$2.00 must accompany each application.

The contests will be held on Monday evening, November 11.

Some Practical Business Letters

(The key to this plate will be given next month.)

[illegible]

A Manly Protest

JUST as we are going to press we have received from Mr. Frederick J. Rose, Court Reporter, Chicago, a copy of a letter written by him to Mr. C. A. Pitman, in which he expresses the indignation natural to any fair-minded man at the manner in which his report of the recent shorthand speed contest of the National Shorthand Reporters' Association has been "edited" by the publishers of Pitman's Journal. We do not think it necessary to make any comment at this time, except to say that we appreciate heartily the fair-minded spirit shown by this distinguished Pitmanic reporter in the report—as he wrote it—in the letter to Mr. Pitman, and in sending us a copy of the letter.—*Editor.*

The Letter to Mr. Pitman

FREDERICK J. ROSE
Law Court Reporter
729 Chicago Opera House Block

Chicago, Ill., Sept. 24, 1912.

C. A. Pitman, Esq.,
New York City.

Dear Sir:

The September issue of "Pitman's Journal" has just reached me, and to say that I am disappointed and chagrined is to express my feelings mildly. My report of the New York speed contest has been sub-edited, as my report of the Denver contest was, in a way you have no right to do if you place my name on the report. What you do in your name in your magazine is another matter. You inserted all I wrote about Behrin, Carson, Marshall and Bottome as I wrote it, making an invidious distinction against Swem which is obvious, and of which, even as a paid official, much less a gratuitous contributor, although contributing at your request, I would not be guilty. As a member of the N. S. R. A., as a former member of its speed contest committee (being no longer a member of that committee by reason of the unfair sub-editing of the Denver report), as a shorthand writer owing Isaac Pitman a debt I can never repay, and a gentleman, I am not capable of making these invidious and unscrupulous distinctions against Gregg shorthand writers (or writer) who enter speed contests in the spirit of true sportsmanship precisely as do Isaac Pitman and other writers, and who deserve as much credit for their performance, and you have no right whatever to put my name to a report of such a character making those invidious and unscrupulous distinctions. I gave quite a lengthy paragraph

about Swem because I think he deserves credit and encouragement. I wrote you specially on the train to correct the name from Charles E. Swem to Charles L. Swem, having inserted the wrong initial in the hurry of writing the report before leaving New York, and have your acknowledgment, and even that correction is not made. I described Carson as a Success writer and it is changed to "Pitmanic"—which is true, but why do you make *me* the author of these stupid and purposeful changes when I am not? As I view it, that is a breach of the ethics of journalism not to speak of other ethics. There was plenty of time to send me a proof so that I might have repudiated these things, had you so minded, for I handed my report personally to Mr. O'Keefe at six o'clock in the evening of the last day of the convention.

I am sorry to have to write this way, and the occasion for it. My experience with the sub-editing of the Denver report should have warned me, and would have done, but that I thought the injustice you did me on that occasion was inadvertent. My reputation for impartiality and fairness suffered on that occasion as it will on this, unless I make these facts public, which I shall do, and give as much opportunity for giving Swem the credit I think he deserves as I gave credit in the paragraphs you publish regarding Behrin, Carson, Marshall and Bottome. Understand that I am glad that part of my report was published; what I complain of is that the sub-editing left in all references to them but excluded all relative to the Gregg writer. That was not fair to me, or to Swem, or to anybody else I know of.

The paragraph excluded is as follows:

"Charles Swem, considerably the youngest of the qualifying contestants, came in about as close a third as Carson was to Behrin in the honors. He is especially to be congratulated upon his performance, as the foremost exponent of the Gregg system of shorthand at these contests. He wrote 268 and 3-5 words per minute, the result of study, practice and perseverance, and this being the second occasion on which he has held the third place in the National Shorthand Reporters' Association Speed Contests, this year with marked improvement over the previous year, it is within the code that a continuation of such work may place him yet still further ahead, to the encouragement of other writers of the Gregg system to do likewise, and to writers of other systems to maintain the lead, in the spirit of shorthand sport which Oscar L. Detweiler initiated four years ago."

If there is anything in that paragraph objectionable I should like to have it pointed out; if space demanded its exclusion why not exclude information or my opinions concerning the fourth or fifth individuals in order rather

than the third. In short it is the manifest unfairness to the Gregg writer coupled with the use of my name to which I strenuously object, as I should have objected two years ago when your report, with which my name was

associated, discriminated against Clyde H. Marshall, contrary to the nature and text of my report.

Yours very truly,
(Signed) FREDERICK J. ROSE.



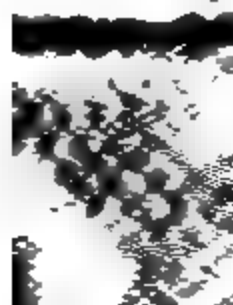
A Novel Experience for Candidate and Reporter

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This interesting picture of Governor Wilson speaking from the rear platform on his western trip appeared in many newspapers. It occupied the front page of the *Literary Digest* of September 28, under the caption "A Novel Experience for a College Professor." It was also a novel experience for his young campaign reporter, Mr. Charles L. Swen, but is a familiar one to him by this time.



"IF we read the biographies of great men, we find that the power and influence which they have won can be directly traced to their enthusiasm and ability to enthuse."

W. E. INGERSOLL
241A. E. ROWLAND
351W. E. WEAVER
258KITTY DIXON
238MARY L. MYERS
218PAUL G. DUNCAN
301E. M. BUTLER
197LENA VOGT
190O. A. GRUMAN
186C. A. BITTIGHOFFER
183C. G. LINN
189MARY M. GALLAGHER
177C. V. CRUMLEY
174W. E. HARBOTTLE
174H. L. LADY
170F. J. WILLIAMS
157G. E. SPORN
152W. N. WATSON
151

The Roll of Honor

LAST year was a big one for the "Century" class clubs. Forty-three teachers and schools sent in clubs of one hundred or more subscribers—and seven others came within the nineties! One got into the "Triple Century" class, five into the "Double Century" class, and thirty-seven into the "One Century" class. That is a record to be proud of; it shows a gain over last year of forty-eight per cent.

Mr. A. E. Rowland, of the Cream City Business College, Milwaukee, Wis., emphasizes his initiation into the "Century" club class with a list of 351—the largest club that has yet been sent in by any one teacher or school. The year before a club of 304 was the largest received. Mr. Rowland is to be congratulated. He is a "live wire" and knows how to get good work from his students—knows that wherever the *Gregg Writer* is the most widely used, there are invariably to be found the best prepared students. That this fact is appreciated by teachers everywhere, is the reason why the "Century" clubs are growing bigger and bigger every year.

Mr. W. E. Weaver, principal of the Commercial Department of the Central High School, Buffalo, comes second with 258, and heads the list of high school teachers—a position which he held on the 1911 Roll of Honor. To get so great a list of subscriptions in a high school requires just the kind of qualities that characterize Mr. Weaver—progressiveness, energy, and high ideals.

Mr. W. E. Ingersoll, that indefatigable and efficient worker for modern shorthand in the West, is third with a list of 241, sent from the Northwestern Business College, Spokane, and the Behnke-Walker Business College, Portland, Ore. Miss Kitty Dixon, of Gregg School, Chicago, gained fourth place with 238—an increase over last year of nearly twenty-five per cent and an advance-

ment from fifth place to fourth. Miss Mary L. Myers, of the School of Commerce, Harrisburg, Pa., won fifth place with a list of 213, a jump from 148 last year. Mr. Paul G. Duncan, of the Gem City Business College, Quincy, Ill., winner of a Gregg Teachers' Gold Medal, who headed the honor list last year, was sixth with 201. Mr. E. M. Butler, of the Butler School, New Haven, Conn., won seventh place with 197—and so it goes.

In nearly every instance the "clubs" show substantial increases over last year—which indicates a prosperity in the schools and an interest on the part of teachers that is good to know about.

The following teachers and schools have sent in clubs of more than 100:

The "Century Class"

- 186 Lena Vogt, Cedar Rapids Business College, Cedar Rapids, Iowa.
- 186 Minnesota School of Business, Minneapolis, Minn. (Through Messrs. Rickard and Gruman.)
- 185 C. A. Bittighofer, Drake Business College, Jersey City, N. J.
- 184 Coleman National Business College, Newark, N. J. (Through Miss Disbrow, 123; and Mr. Knott, 61.)
- 180 Hebrew Technical School for Girls, New York City. (Through Miss Silliman, 79; Miss Sparks and Mr. Winslow, 101.)
- 180 C. G. Linn, Omaha High School, Omaha, Nebr.
- 177 Mary M. Gallagher, Brown's Business College, St. Louis, Mo.
- 174 C. V. Crumley, Acme Business College, Seattle, Wash.
- 174 W. E. Harbottle, Jacobs Business College, Dayton, Ohio.
- 170 H. L. Lady, San Francisco Business College, San Francisco, Calif.
- 157 F. J. Williams, Knoxville Business College, Knoxville, Tenn.
- 152 G. E. Spohn, Capital City Commercial College, Madison, Wis.
- 151 W. N. Watson, Lincoln Business College, Lincoln, Nebr.
- 147 C. I. Brown, Brown's Business College, Peoria, 143; Brown's Business College, Bloomington, 4.
- 140 D. E. Henry, Willis Business College, Ottawa, Ont., Can.
- 137 H. D. Foote, Mankato Commercial College, Mankato, Minn.
- 135 E. E. Magoon, Ferris Institute, Big Rapids, Mich.

C. I. BROWN
147

D. E. HENRY
140

H. D. FOOTE
137

E. E. MAGOON
135

G. C. SAVAGE
133

W. H. COPPEDGE
131

O. F. MARTZOLD
127

STEPHEN DWAN
126

O. M. STEFFNEY
118

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- 112 Victor Lee Dodson, Wilkes-Barre Business College, Wilkes-Barre, Pa.
- 112 J. W. Westervelt, Forest City Business and Shorthand College, London, Ont., Canada.
- 112 George H. Zimpfer, Columbus Business College, Columbus, Ohio.
- 108 Helen F. Lamb, Miller School, New York City, 83; Hebrew Technical School for Girls, New York City, 25.
- 108 A. D. Wade, Pennsylvania Business College, Lancaster, Pa.
- 104 Cora M. Pryor, Bloomington High School, Bloomington, Ill.
- 103 Ira N. Crabb, East Side High School, Denver, Colo.
- 100 Joplin Business College, Joplin, Mo.

A list of the Fifty-to-One-Hundred clubs will be given in the December number.

We are presenting in the portrait gallery the pictures of the individual members of the "Century" class—with one exception. It was impossible to get a photograph of Miss Disbrow, of the Coleman National

Business College, Newark, N. J., in time to go in this issue. It will be given in a later number. In several instances the "club" was sent in under the name of the school, without giving credit to any one, and so individual credit cannot be given—which we regret.

While on this point we want to mention the very large number of earnest teachers and schoolmen who do important and valuable work in promoting the clubs, whose names do not appear in the list. To these we give full measure of appreciation for their efforts. And we do not overlook, in expressing our appreciation, the teacher who sends in a small club simply because the field of opportunity is narrower. To the big club, the medium club, the little club, and to the "silent" club workers we extend out sincere thanks for their splendid co-operation. The spirit that actuates these workers helps to make the magazine what it is—the leading magazine in the profession.

It has been an ambition long cherished to push the magazine's circulation up to the 50,000 point, and it is growing at a pace that makes the realization of that ambition a near-future probability. At least seventy-five thousand will take up the study of the system this year—to say nothing of several hundred thousand who already use the system. If we could *only* get two-thirds of these beginners, the goal would be reached. For the good of these thousands—in increased efficiency—will you help us to place their names on the subscription list?

(To be continued)



From Appreciative Friends

All of my stenographic friends read my *Gregg Writers*, regardless of the system they write.—*Bessie M. Little, Helena, Mont.*

* * *

After a very brief study of Gregg Shorthand in a local school, I secured a position in an office where I found time to study the *Gregg Writer*, which has been my only teacher and inspiration for more than two years. A few days ago I was offered a position in a State office

at an excellent salary, and thanks to what your publication has taught me, I have handled the dictation without difficulty. Accept my best wishes for the Forward Movement.—*Lenore Calkins, Sacramento, Cal.*

* * *

I find your magazine a great help to me in increasing my vocabulary, and I would not be without it for five times the money it costs. In fact, its value cannot be reckoned in dollars and cents.—*Jack L. Tucker, Portland, Ore.*

Postcarditis

In this department we will publish each month the names of the writers of Gregg Shorthand who desire to exchange postals "written in shorthand" with other writers of the system in any part of the world. Every applicant must be a subscriber to this magazine. Names are not repeated after first publication. The application for enrollment must be written in shorthand, with the name and address in longhand. Conducted by Merritt Brown, care of Gregg Writer, Chicago, Illinois, to whom all communications relating to this department should be addressed.

THERE were so few applicants this month who gave information for the new classified list that we shall mention their requests here while recording their addresses in the general register.

Miss Hall is stenographer in a real estate office—the only Gregg writer in Selby—and is anxious to have an opportunity to read others' shorthand. She will be glad to hear from writers outside as well as in real estate work. Miss Elizabeth A. Miller is employed by a firm manufacturing gasoline engines. Mr. Coverdale expressed a particular interest in commercial geography. Photography proved to be the hobby of both Mr. Parmele and Mr. Stevenson, although the latter is employed as stenographer in the office of an automobile factory. Mr. Parmele sends us a photograph of a pretty little scene along the Calumet River, a sample of his work with the camera.

Those of you connected with mining industries here will be glad to compare notes with Mr. Connor, who is similarly engaged in Charters Towers, Queensland, Australia. Do not forget the two-cent stamp when writing him! Mr. Hector C. Henderson, of Makirikiri, New Zealand, reports that he has been obliged to pay extra postage on a number of cards recently.

The Vocabulary Clan has gained another proselyte in Mr. Harry L. Loop, Jr., a member of two months' standing. He will be pleased to communicate with anybody who, as he puts it, "has vocabulary to spare." He also inquires about the expediency of using shorthand in bookkeeping for day-book and journal entries. If any of our members have tried the experiment, let them speak up!

Arthur Ahrendt, 21 W. 21st St., Chicago Heights, Ill.

R. A. Coverdale, 636 N. Gordon St., Pomona, Cal.

E. Wright Emory, Richmond, Mo.

Walter Ferman, Donnybrook, N. Dak. (Will answer all communications.)

Sarah M. Gorman, 34 Prairie Ave., Providence, R. I.

Gertrude B. Hall, Selby, S. Dak. (Will answer all cards.)

Max Hacker, 1143 Greene Ave., Brooklyn, N. Y.

Paul T. Hoffman, 3788 Hillside Ave., Cincinnati, Ohio.

Miss Naurine Kirwan, 908 E. White St., Champaign, Ill. (Will answer all cards.)

Emma Klaurum, 501 Magnolia Ave., Elizabeth, N. J.

T. S. Lyon, 70 Oxford Road, near Liverpool, England. (Is especially interested in receiving colored views from all parts of the world.)

Margaret F. Morris, 529 E. Seventh St., Wilmington, Del.

S. F. Northrup, Jamestown, N. Dak.

Elizabeth Norton, Box 45, Cambridge, Idaho.

Eva C. Plumb, 65 Brainerd St., Phillipsburg, N. J.

Charles Romanoff, 175 Washington Ave., New Haven, Conn.

Frank C. Scott, Custer, Mont. (Would like to receive letters written in shorthand as well as cards.)

Edgar C. Wikdall, 190 Nilson St., Brockton, Mass.

Lucy Wineland, 507 Somerset St., Johnstown, Pa. (Desires to receive a view of every state capitol building in the United States.)

Elizabeth A. Miller, Evansville, Wis.

Helene Meyer, 142 Dudley St., Dayton, O.

Owen S. Parmele, 1410 N. Oak St., Bloomington, Ill.

May L. Rice, 51 Frank St., Providence, R. I.

Charles M. Smith, Department of the Interior, Pine Ridge Agency, S. Dak.

Winifred Snyder, Fremont, Nebr. (Will answer all cards.)

Emma L. Stein, 378 Van Buren St., Milwaukee, Wis. (Will answer all cards.)

Reid Stevenson, 408 E. Park Place, Peoria, Ill. (Desires views only.)

Thomas H. Connor, Day St., Charters Towers, Queensland, Australia.

Mr. F. G. Yaniz, Mexico City, wishes us to tell his correspondents that their postals will be answered as soon as possible. He has not ignored them, but has only recently returned from his vacation.

The GREGG WRITER

A Monthly Magazine Devoted to Shorthand, Typewriting and Commercial Education

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VOL. XV

OCTOBER 15, 1912

No. 2

The Report of the Standardization Committee

ABOUT three years ago the National Shorthand Reporters' Association appointed a committee on Standardization for the purpose of investigating the differences between the various styles of Pitmanic shorthand, and if possible bringing about greater uniformity.

The committee appointed consisted of eminent reporters and teachers representing all the leading styles of Pitmanic shorthand. Since its appointment the committee has been engaged in an exhaustive investigation and comparison of the relative merits of the various ways of representing letters and combinations adopted in the different styles. At the recent convention of the association a report was submitted of the results, and some very definite recommendations were made.

The report demonstrated very conclusively that the methods of representing the letters "w," "y," and "h" in the Benn Pitman and Graham styles were very much superior to those used in the Isaac Pitman. The committee therefore recommended the adoption of the Benn Pitman and Graham forms for these letters. The report also stated that investigation indi-

cated that the method of using the large initial hook in the Benn Pitman and Graham systems was superior to that of the Isaac Pitman. On the question as to the merits of the vowel scale the chairman of the committee said that the difference in value is so slight that the committee did not feel that it could make a recommendation.

In the discussion which followed the presentation of the report, it was brought out that six years before he died, Isaac Pitman had declared publicly that many of the changes he made a third of a century previously—the changes which Benn Pitman refused to adopt—were "blemishes" on the system, which he desired to remove. He was, however, prevented by his sons, who then had control of the business, from reverting to the former style, which would have brought the Benn Pitman and Isaac Pitman systems into greater harmony. Dr. W. D. Bridge declared that Isaac Pitman had made changes in the system every three years until the time of his death.

The report of the committee on standardization confirms the general impression

that, so far as America is concerned the Isaac Pitman style seems doomed to speedy extinction. Its sole claim to consideration, as compared with the Pitmanic styles generally used in America, has been that the many changes made by Isaac Pitman were "improvements." Now that the Standardization Committee of the National Shorthand Reporters' Association, composed in part of some of the most distinguished reporters using the Isaac Pitman system, has declared, after an exhaustive investigation and comparison, that the most important changes made by Isaac Pitman are inferior in merit to the original forms, the main argument advanced on behalf of Isaac Pitman has been swept from the field of practicalities.

But apart from this, it is evident to all observers that the Isaac Pitman system, in spite of the most heroic efforts and a campaign of advertising and propaganda backed by almost unlimited resources, is steadily losing what little representation it has had on this side of the ocean. Outside of New York and vicinity and the eastern portion of Canada, it is practically unknown in schools teaching commercial subjects. In the past few months it has lost the two most important of the very few schools in the west where it has heretofore been taught—the Manual Training High School, Kansas City, which has adopted Gregg Shorthand, and the Salt Lake City High School, where it has been superseded by the Benn Pitman system. The only place in the United States where it is much in evidence is New York City, where it has been retained through the force of a contract with the public schools. Whether the law of cause and effect has anything to do with it or not, it is certainly true that the average standard of teaching shorthand in New York City is lower than in any other important city in America. If any one doubts this, a visit to the typewriter employment offices, or an inquiry among the business men of the city, will be sufficient to prove the truth of the statement.

The report of the committee on standardization simply confirms a very general impression, and merely tends to hasten the day when the Isaac Pitman style will become extinct on the western continent.

The Supreme Quality

IT is not often that the daily paper or the average literary magazine discusses a technical question with as good sense and so thorough an understanding of the matter under discussion as did the Elyria (Ohio) *Evening Telegram* in an editorial in a recent issue. The editorial is so good that it is reproduced in full:

The Stenographers

The shorthand writers of the country were recently in session in New York and held a contest to determine the fastest shorthand writer of the world.

The average business man would be more interested in their work had they considered means of making the average stenographer more accurate.

Office methods have been revolutionized during recent years by the omnipresence of the stenographer. It was not long ago that even heads of large business houses would heave a long sigh, sit down at their loaded desks with pen and paper, and with much spluttering of ink and laborious flourishes, would indite a letter to their more important customers.

Many business offices held this to be necessary, as it gave a business letter a more personal look.

To-day a business house that sends out that kind of a letter impresses the public as too poor to employ the regular aids to business dispatch.

But the business manager's troubles are by no means over when the commercial school graduated shorthand writer sits down by the side of his desk. Fluffy of hair and with spruce and starched clothes, she knows more about the latest stories in the magazines, or the most recent style of coiffure, than about the language of ordinary sales and ledgers and costs.

And the poor girl is not wholly to blame, either. When she leaves her commercial school she is fairly proficient. The trouble is that the ordinary business office gives her too little of actual practice in stenography. In most trades one gains proficiency as the years go by. The average stenographer gets so little actual dictation to take that she loses proficiency as she gets farther away from the doors of the business school.

The shorthand reporters in convention would do well to urge all who practice this most useful art to keep their work at a high standard. The talk of the average business man as he dictates a letter is much slower than the average public speaker, which a good stenographer is supposed to follow. The shorthand writer who cannot take a letter accurately needs to remove the rust occasionally by some special practice.

The *Telegram* strikes at the heart of the question when it says, "The average

business man would be more interested in their work had they considered the means of making the average stenographer more accurate." The cry on every side is for *accuracy*. A lack of accuracy is a common failing, especially with stenographers employing the old-time systems, and while of course much of it is due to lack of ability and training, the inherent weaknesses of these systems are largely responsible for the condition.

There is another point in the editorial that stenographers ought to take special note of, namely: "In most trades one gains in proficiency as the years go by. The average stenographer gets so little actual dictation that she loses proficiency as she gets farther away from the doors of the business school." The simple way of avoiding this danger is, of course, to keep up the practice outside of business hours and to get dictation on as wide a range of subjects as possible. The shorthand plates given in this magazine are admirably adapted to this work. The matter deals with various topics and the plates possess a distinct advantage in giving the shorthand outlines. The dictation that runs "along the narrow grooves of a special office vocabulary" in any one business is not calculated to give the stenographer the kind of efficiency needed when the call comes to a new position.



Women in Business

IN an article on "What Women are Doing" in the *New York Post* of September 4, "Stenography a Stepping-Stone to Higher Positions" is discussed at some length. The article reviews the history of the typewriter and shows the enormous growth of the employment of women in business. It states that there are in New York alone at least 100,000 women employed as stenographers and typists.

The head of the employment department of one of the large typewriter concerns is quoted in the article as saying that "lack of vision in business" is one of the greatest obstacles to a woman's advancement in business. And then, as if to disprove the statement, the article goes

on: "There is the woman who, entering the employ of a typewriter company as a demonstrator, has risen to be its acting treasurer; there is the woman who, entering an architect's office as a stenographer, has become office manager; there is the woman who, entering the office of one of the downtown financiers to take letters from a subordinate official, has become the confidential secretary of the financier himself at a salary of \$10,000 a year—the case repeats itself hundreds of times in this one city."

The article then reviews the vast benefit to typewriting that the speed contests have been and closes: "Taking personality to include temperament rather than mental qualifications, Harry C. Spillman, one of the men interested in developing a satisfactory trade force out of the woman stenographer and typewriter, says that he would tabulate a woman's chance of success in work as 50 per cent personality, 30 per cent general education, and 20 per cent technical education."



Business Education Booming

THIS is going to be the greatest year in the history of business education since time was. Early in the year all the indications pointed that way, notwithstanding the fact that a presidential campaign was coming, but our most sanguine estimates fell far short of the actual figures, as shown by the August and September orders up to this time.

As a mere illustration from our own experience: We intended to publish a revision of the shorthand manual next year, and in ordering books early in the year we estimated closely our requirements for that book, so as to order just enough to last until March next. In doing this we allowed for a very substantial increase in sales over the previous year based on the records of former years. Some idea of the enormous increase in the shorthand business this season may be gained from the fact that before the end of September we shall have exhausted the books on hand—that is to say, at least six months ahead of the time we estimated.

Reports from schools everywhere—north, south, east and west—bring good

news. Things went to rock bottom, and there was a period of stock-taking and healthy retrenchment. The recovery was slow, but it has been steady and sure. The crops are good, business is responding, business men are gaining confidence and looking ahead with greater optimism than they have shown in years.

It is a good year for commercial schools and a good year for their students. Let us all unite to push things along!



Brevities

Much to our regret we have been obliged to hold over the notices about schools and teachers.

* * *

The New York Business Show will be held November 11-16. In connection with the Show there will be held the contests for the typewriting championships.

* * *

Elsewhere in the magazine will be found particulars of the new shorthand contests—for Speed Championship and Commercial Stenographers Championship—to be held at New York Business Show, November 11, under the auspices of "Office Appliances."

* * *

A new phrase that is going the rounds of the newspaper *literati* is "consciousness of conspicuousness." Try it on your typewriter!

* * *

"The tailor-made girl—smart, neat, quick in action and ideas—is the favorite girl with the employer to-day," said Miss Bertha M. Badger to a correspondent for the *Boston American* the other day. Miss Badger, who is regarded as one of the cleverest young business women in Boston, is in charge of the Skilled Female Department of the State Free Employment Bureau. A few of the other observations she made show that she is a keen judge of values. "I think ability is the most important thing a business girl can possess, and by that I mean that she must be well trained and capable in her line of work.

"Then I should say that appearance came next in importance, and by that I mean she must be neat and intelligent.

"Then comes her manner. She must have a quiet, pleasing, businesslike manner

and not be in the least flirty or frivolous. Personality, of course, counts greatly. The requirements of various employers differ. Some specify neatness, others accuracy, and so it goes. Most employers want the tailor-made girl who is neat, who talks and thinks quickly. In many cases girls, stenographers especially, dress too flashily. It is the highest paid girls who as a rule dress the plainest."

* * *

The Newburgh (N. Y.) *News* editorially states that "the most popular course ever introduced into the high school is that for the training of young men and women for clerical positions. The commercial work is appealing to a large number who are looking beyond school days and are desirous of becoming workers in the great world of business. A knowledge of typewriting, stenography and bookkeeping will be valuable whatever the business position to be occupied. The number of places for stenographers and bookkeepers is limited but young men and women fitted to fill these positions, have training which qualifies them for a diversity of duties in offices and stores; and if they have a good education, fairly broad general knowledge, are alert and resourceful, and are good spellers, writers and arithmeticians, they will not lack employment."

* * *

In a recent letter from Mr. L. C. Rusmisl, principal of the Omaha High School of Commerce, he says: "You will be glad to know that this school opened for the first time last Monday with six hundred students, requiring the services of twenty-six commercial teachers. We have the best equipment of any commercial high school in the West. All of our furniture is of quartered oak—was made to order for us—and we have every device used in a modern office. I do not believe that any city in the United States has given commercial education the recognition it is receiving in Omaha—which is another reason for attending the convention of the Missouri Valley Commercial Teachers' Association in Thanksgiving week."

As to which we would remark that commercial education is bound to secure recognition wherever Mr. Rusmisl is located.

Typewriting and Office Training

A Clearing-house of ideas for Typists and Office Workers. Conducted by
Rupert P. SoRelle, 1125 Broadway, New York, to whom
all communications relating to this department
should be addressed.

Talks on Office Training

The Second Step—The Mechanical Details of a Letter

AS the writing of business letters forms by far the greater part of the stenographer's work, an acquaintance with every feature of this work is of first importance in the office training course.

To the business man the mechanical work on a letter—its form, arrangement and appearance—is a mere detail, and is the last thing considered, if it is *done right*. But it looms big if it is not. The stenographer's work is always judged by the quality of the *transcript*. His shorthand may be abominable, but if he is able to read it (and he generally cannot do so unless the shorthand is good) and can turn out a neat, accurately typed letter, his work will abundantly meet the requirements. Thus the mechanical features of a letter become of the utmost importance to the typist; it is the need of skill and economy in performing this part of his work that makes his services valuable.

In this article the mechanical side of letter writing only will be discussed. There is another side that is of vastly greater importance than this, because it affects

the stenographer's chances for promotion—the actual construction of the letters themselves. This will be taken up in another article.

To be able to write a letter that is mechanically perfect, and to do it quickly, is an accomplishment that pays the stenographer big dividends. The theory of the arrangement of a letter is simplicity itself; it can be learned in five minutes. But the ability to actually perform the work so that it meets present-day requirements can be acquired only after long study and practice.

From the mechanical point of view the business letter has gone through a constant state of evolution since the typewriter was introduced, but in

general the old forms are still followed. They are by no means perfect, nor the most desirable. But we must accept them and do the best we can with them because it is not within the power of the stenographer to do much toward introducing innovations. Originality is one of the most valuable qualities one can possess, but for the stenographer to display

The illustration shows a business letter on a company letterhead. The letterhead includes the company name, address, and a request for a reply. The letter is dated September 22, 1918, and is addressed to Messrs. Roney & Lathrop in Philadelphia. The body of the letter discusses a recent order for 'Acme' paper and mentions a discount. The letter is signed 'Yours very truly, James P. SoRelle'.

The National Distributing Company
Manufacturers and Dealers of Everything
1125 Broadway
New York

Branch:
Philadelphia

Address for Correspondence:
1125 Broadway
New York

September 22, 1918

Messrs. Roney & Lathrop
48 South 2d St.
Philadelphia Pa

Gentlemen:

Some five days ago I wrote you a letter stating the amount since I had to your order for 'Acme' paper, and the amount of money you would have to send. Please let me hear from you by return mail in regard to this, as I have a chance to disburse of the entire stock at a fair price.

If you can wait two or three weeks I can have the same made at the mill and then there would be no waste.

Kindly reply at once.

Yours very truly
James P. SoRelle

ILLUSTRATION I

too much of it in the arrangement of letters is simply to call down the wrath of his employer upon his head. Through the efforts of scientific office systematizers, however, alterations in the accustomed forms are being made which will ultimately give us forms which are economical of time and more artistic in appearance. These changes are for the most part in the details and are not yet important enough to discuss in full. If the typist learns well the accepted forms and can type out his letters quickly he need not bother himself about the innovations in letter construction. He should keep himself informed of the progress in business correspondence and be ready to make his letters conform to the advanced practice when occasion requires.

Theoretically, the business letter usually consists of the following parts:

1. The printed or engraved name and address of the individual, firm or corporation sending the letter. This information usually contains the telephone number and other facts for the convenience of the firm's correspondents.
2. The date line—on which is given the month, day of the month and the year.
3. The address—the name of the person addressed, the number of his house or place of business, the street, city and state.
4. The salutation—"Gentlemen," "Dear Sir," "Dear Madam."
5. The body of the letter—containing the message to be conveyed.
6. The complimentary closing—"Yours truly," "Very truly yours," "Yours sincerely," "Respectfully," etc.
7. The signature—which is usually pen written by the dictator.
8. The dictator's and the stenographer's initials.

This in brief is the prescribed form of a business letter under our present practice, and all these features as they ought

to appear on the ordinary business letter are shown in Illustration No. 1. They are remarkably simple, but in the handling of this very simple material the stenographer can quickly show whether he is an adept or a mere bungler in his work.

From the mechanical point of view, business letters naturally fall into three classes—the short letter, the ordinary one-page letter, and the long letter. Types of these three letters are illustrated.

Hardly any two letters will be alike so far as length is concerned, but all are arranged on the same general plan. The test of the stenographer's skill is how he arranges his letter so that it complies with the customary form in taste and in artistic balance. How to get this effect is a problem that we shall have to study.

The first thing to be considered in proper disposition of the matter on the page is margin, and it is in the arrangement of the margin that the average stenographer discloses his possession of the artistic sense or the lack of it. A simple

illustration will make clear the correct view of the margin: The effect of a picture is much enhanced by its frame, or by a wide "mat" around it—if it is an engraving or water color. In placing a letter, just consider the letter itself as the picture, and the margin, or wide space around it, as the frame, and you will get the right idea.

As the present practice is to use letter heads of the same size for all letters, it is obvious that the shorter the letter the wider the margin will necessarily be—and this applies to the top, the bottom and the sides. On the short and medium length letters, the margin at the bottom may be left a little wider than the others,

The National Distributing Company
Manufacturers and Distributors of Everything
1122 Broadway
New York

October 14, 1911

Mr. C. J. Chisom
Asst. Gen. Mgr.
Springfield Illinois

Dear Sir:

Please inform us as early as possible how freight to our loads and less than our loads, from stations on the Great North and also from stations on the old St. L. R. A. R., now the Peoria-Springfield Branch are now being routed when destined to stations on the Jacksonville division, the Kansas City division and also to stations on the main line.

As I understand it, there is no track connection at San Jose, which leads me to suppose that our load shipments are perhaps routed via Detroit. But of this, of course, I am not sure.

Kindly give me all the information that you can, so that we may give the Peoria Springfield Branch proper credit for all business that is routed that way.

Very truly,
William R. Harding

ILLUSTRATION II

just as is done in first-class books. By the use of wide or single space, as the case may demand, a good margin can always be obtained. Within certain bounds, the wider the margin the better the appearance. A letter should never present a crowded appearance. A single-spaced letter filling the sheet from edge to edge is about the most uninteresting thing imaginable. A study of the make-up of good books will furnish valuable pointers in the arrangement of letters and all kinds of typed matter. The illustrations in this article will give a correct idea of the proper disposition of the average business letter on the letter head.

The presentation or placing of the letter correctly on the page has a most important bearing on its appearance. Another point to be taken into consideration is paragraphing. Breaking the matter up into frequent paragraphs relieves the monotonous appearance and invites the reader to read on. Paragraphs are usually indented uniformly five spaces. There is

some difference of opinion on this point, but the best correspondents take the view that typewriting is but another form of printing and should be governed by the rules that apply to printing.

There are a thousand and one other little details that bear on the subject of arrangement that must be taken into account. No matter how good your judgment may be in arranging the letter, if these details are not observed the appearance of the letter will be marred. A few of these points are tabulated for convenience in studying and in reviewing:

1. The touch must be absolutely even.
2. The type should always be clean.

3. The punctuation marks should not penetrate the paper.

4. Fresh ribbons are essential to good, clear, clean-cut copy. The color should be in harmony with the printed letter head.

5. Accuracy in spelling, punctuation and typing must be closely observed.

6. Erasing should be avoided as much as possible.

7. Striking one letter over another should never be sanctioned.

8. Poor spacing due to failure to strike the keys in even time can be overcome by care.

9. The right-hand margin should be as even as it is possible to make it.

10. The misspelling of a name is unforgivable.

11. Judgment in the use of spacing between the lines adds much to the attractiveness of the letter.

12. Correct and uniform indentation of paragraphs adds to the appearance.

13. Improper division of words when the hyphen is used is a common error.

14. Use only clean paper that is free from finger prints. Avoid using paper that has been previously used as a "backing sheet."

15. A letter should be properly folded.

16. Letters should be written on good paper and the envelopes should match the paper.

17. Letters should be written on paper of the accepted letter

head size—8½x11 inches. "Freak" stationery of all kinds should be avoided.

18. The point of starting the complimentary closing should be determined by the length of the signature; and should balance with the signature.

19. The date should be on a line by itself and be even with the right-hand margin; a period need not follow.

20. Nearly all good correspondents now place merely a colon after the salutation.

21. The title "Mr.," "Mrs.," "Miss," or "Messrs.," etc., should always precede the name.

22. If a title follows the name it should be written on the line below the signature and be even or nearly even with the right-hand margin.

23. The letter should be examined for misprints and inaccuracies before it is taken from the machine.

The National Distributing Company
Manufacturers and Distributors of Everything

1123 Broadway
New York

Branch: Philadelphia Address your Reply to the
New York Branch
September 24, 1912

Mr. E. C. Schinner
744 Chestnut St.
Philadelphia, Pa.

Dear Sir:

We interviewed the Illinois Holding Company, cor. Madison and Ann streets, to see if they would use any of our goods. They were in to see us yesterday and stated that they used but three dozen annually of 2 in. ball pens, 50-55 in. long, and were in the habit of ordering them in lots of one-half dozen from Mr. Marsh, of Bedford, or Mr. Broadway, of Akron, Ohio. They said they bought of the former at \$21 and of the latter at \$22. However, they said the Marsh men were not satisfactory and they would not care to buy them again at any price, though the Akron men were all right and gave active satisfaction.

We quoted the consumers discount of 50 per cent, which puts our pens at 22.75. In view of the price at which they have been buying, we offered an extra 10 per cent, or \$20.48 net, if they would give an order for not less than one dozen, and finally offered another 10 per cent for an order of not less than two dozen, which would net \$20.48, or 21.25 above the at-cost price. We talked quality, of course, and the record of our factory. The only response we could get was that they might buy your goods and give us the preference, on account of the advantages we pointed out, if we would meet the Akron price. We replied that as we had greatly exceeded our authority in discounts to a manufacturing consumer, we did not feel at liberty to say yes to their proposition until we had communicated it to the factory.

We give you the whole story, that in your advice to us we may have it on file for reference as a precedent governing future occasions of the same kind.

Anting the favor of your reply, we remain
Very truly
Yours,
Reginald H. Hildesley,

ILLUSTRATION III

head size—8½x11 inches. "Freak" stationery of all kinds should be avoided.

18. The point of starting the complimentary closing should be determined by the length of the signature; and should balance with the signature.

19. The date should be on a line by itself and be even with the right-hand margin; a period need not follow.

20. Nearly all good correspondents now place merely a colon after the salutation.

21. The title "Mr.," "Mrs.," "Miss," or "Messrs.," etc., should always precede the name.

22. If a title follows the name it should be written on the line below the signature and be even or nearly even with the right-hand margin.

23. The letter should be examined for misprints and inaccuracies before it is taken from the machine.

94. Capitals and other full face characters should be struck with a little heavier touch in order to produce uniformity in appearance with the other matter.

There is one caution that every young stenographer should observe, and that is, not to attempt to copy the style of every striking letter that comes to his attention. The letters that come to any one office are extraordinarily varied. A large proportion of them, it will be found, are poorly arranged, poorly typewritten and bear unmistakable signs of carelessness. The models given here conform to the accepted standards and are used by the best business houses.

In the next of these articles a discussion of the composition side of letters will be taken up. Watch for it.



Ideas for the Typist

I have an idea for all students interested in ornamental typewriting work. Nearly all designs desired may be copied from crochet and cross stitch patterns.—*Anna B. Meyer, Melrose, Minn.*

* * *

I think it a good idea for students in advanced dictation classes to write one letter only on each page they transcribe, thus getting into the habit of arranging their letters from their shorthand notes.—*H. S. Pigott, Chicago, Ill.*

* * *

My employer prefers a typewritten specification rather than the printed forms more commonly used—they are generally wanted in a hurry, too—so to expeditiously execute his wishes I write up at odd times such portions of the specification that I know will simply be copied any way, and it certainly repays me in a rush to have just about half of the specification neatly done beforehand, because it apparently pleases my employer. This is only a bit of my own experience, but may be applicable for some one else.—*Frankie O. Beard, Lynchburg, Va.*

* * *

As a suggestion to accompany my copy, I give the following: In my two weeks of work as a stenographer, I found one of my great defects to be the keeping of files. It seems to me that if Commercial Colleges

and Schools would make it a rule for the students to correspond with one another and keep a file of all such correspondence, that it would overcome this defect to a certain extent.—*L. Frank Malone, Bertha, Ohio.*



"Ideas" Wanted

Efficiency in handling his work is constantly sought by the ambitious typist, and nearly all typists, through study and suggestion, have developed original and time-saving ways of performing certain features of their work. This department invites contributions from those who have developed such ideas. To pass these ideas on to your fellow typists for their use and benefit is to render a splendid service. The exchange of ideas will be helpful to all. No matter how simple or unimportant you think your plan may be, send it in—it may be the solution of the very problem that some far off stenographer has been racking his brain with. "To give away your education is to keep it."



Miss Tarr as a Typist

In the various newspaper accounts of Miss Tarr's feat in taking and transcribing Governor Wilson's speech of acceptance, there seemed to be some confusion as to whether Miss Tarr was a stenographer or merely a typewriter operator—one paper heading the article "Typewriter vs. Shorthand." As a matter of fact it was a combination of both shorthand skill and typewriting skill that made the quick and efficient work she did, possible.

Miss Tarr is an extraordinarily rapid typist, and would unquestionably be able to give a good account of herself in the typewriting speed contests should she turn her attention in that direction.



The Essentials

Early to bed and early to rise
May make a man healthy, say those who
are wise;
But he'll not get wealthy, however he tries,
If he thinks it is foolish to advertise.
—*Life.*

Luck—Good and Bad—II

(The key to this plate will be given next month.)

[illegible]

Q's and A's

Conducted by Alice M. Hunter, 32 South Wabash Avenue, Chicago, to whom all communications relating to this department should be addressed. Answers to the questions in this issue must be in our hands by November 15, and will be published in the December number.
An award of 50c is given each month for the best answer received on each question, twenty-five cents each for all other contributions published.

"The Promised Land"

PROBABLY nothing that has been written during the last year has attracted more attention in the world of readers than *The Promised Land* by Mary Antin. This material first appeared as a series of articles in the *Atlantic Magazine*. It has since been published in a book by Houghton, Mifflin & Company, and although it has been out but a few months it has, we understand, already run through several editions.

The story that Mary Antin tells, and it is her own story, is of a little Jewish girl who with her family came to America not many years ago. Mary Antin is still a young woman, not yet thirty years of age, and that she wields a pen of force and power is an evidence of what the educational opportunities of America have meant to her. The special significance of what she has to say to the readers of this magazine lies, it seems to us, in the lesson it teaches of what opportunity really means. Mary Antin has been able to do what she has and to become what she is only because she has recognized and grasped opportunities and made the most of them.

In writing of her first days in this new land she clearly shows this. On her first evening in Boston her father conducts the family on a little excursion through the lighted streets.

As we moved along in a little procession, I was delighted with the illumination of the streets. So many lamps, and they burned until morning, my father said, and so people did not need to carry lanterns. In America, then, everything was free, as we had heard in Russia. Light was free; the streets were as bright as a synagogue on a holy day. Music was free; we have been serenaded, to our gaping delight, by a brass band of many pieces, soon after our installation on Union Place.

Education was free. That subject my father

had written about repeatedly, as comprising his chief hope for us children, the essence of American opportunity, the treasure that no thief could touch, not even misfortune or poverty. It was the one thing that he was able to promise us when he sent for us; surer, safer than bread or shelter. On our second day I was thrilled with the realization of what this freedom of education meant. A little girl from across the alley came and offered to conduct us to school. My father was out, but we five between us had a few words of English by this time. We knew the word school. We understood. This child, who had never seen us till yesterday, who could not pronounce our names, who was not much better dressed than we, was able to offer us the freedom of the schools of Boston! No application made, no questions asked, no examinations, rulings, exclusions; no machinations, no fees. The doors stood open for every one of us. The smallest child could show us the way.

What America meant to her she owed largely in those early days to her father and what she has since become she owes to a great extent, as she recognizes, to her father's mental attitude and to his perception of what the educational opportunities of America might mean to his children. This is shown in her account of their introduction to the American schools.

If education, culture, the higher life were shining things to be worshiped from afar, he had still a means left whereby he could draw one step nearer to them. He could send his children to school, to learn all those things that he knew by fame to be desirable. The common school, at least, perhaps high school; for one or two, perhaps even college! His children should be students, should fill his house with books and intellectual company; and thus he would walk by proxy in the Elysian fields of liberal learning. As for the children themselves, he knew no surer way to their advancement and happiness.

So it was with a heart full of longing and hope that my father led us to school on that first day. He took long strides in his eagerness, the rest of us running and hopping to keep up.

At last the four of us stood around the

teacher's desk; and my father, in his impossible English, gave us over in her charge, with some broken word of his hopes for us that his swelling heart could no longer contain. . . . This foreigner, who brought his children to school as if it were an act of consecration, who regarded the teacher of the primer class with reverence, who spoke of visions, like a man inspired, in a common schoolroom, was not like other aliens, who brought their children in dull obedience to the law; was not like the native fathers, who brought their unmanageable boys, glad to be relieved of their care.

Later in the book in her chapter on *A Kingdom in the Slums* the author further shows her appreciative attitude toward the opportunities of America.

From my little room on Dover Street I reached out for the world, and the world came to me. Through books, through the conversation of noble men and women, through communion with the stars in the depth of night, I entered into every noble chamber of the palace of life. I employed no charm to win admittance. The doors opened to me because I had a right to be within. My patent of nobility was the longing for the abundance of life with which I was endowed at birth; and from the time I could toddle unaided I have been gathering into my hand everything that was fine in the world around me. Given health and standing-room, I should have worked out my salvation even on a desert island. Being set down in the garden of America, where opportunity waits on ambition, I was bound to make my days a triumphal march toward my goal. The most unfriendly witness of my life will not venture to deny that I have been successful.

In her closing, Mary Antin strikes a note almost prophetic—a note which cannot but suggest to us one reason why the foreigner, handicapped though he is, wrings success from what to the native-born American often spells failure.

This is my latest home, and it invites me to a glad new life. The endless ages have indeed throbbled through my blood, but a new rhythm dances in my veins. My spirit is not tied to the monumental past, any more than my feet were bound to my grandfather's house below the hill. The past was only my cradle, and now it cannot hold me, because I am too big; just as the little house in Polotzk, once my home, has now become a toy of memory, as I move about at will in the wide spaces of this splendid palace, whose shadow covers acres. No; it is not I that belong to the past, but the past that belongs to me. America is the youngest of the nations, and inherits all that went before in history. And I am the youngest of America's children, and into my hands is given all her priceless heritage, to the last white star espied through the telescope, to the last great thought of the philosopher. Mine is the whole majestic past, and mine is the shining future.

The Title "Professor"

50. To whom is it proper to apply the title "Professor?"

A unanimous verdict is returned by our readers against the wide misapplication of the title "Professor." Mr. Richard P. Wood, Acme Business College, Everett, Washington, puts his resentment of the indiscriminate use of this term into verse as follows:

This title blankets many vanial sins
And weaknesses of learning's paladins:
By right it designates the men who teach
And hold a chair within a campus' reach.
Some High School principals delight to hear
The pride of "Prof" within their children's
cheer;
Corn doctors use the title's luring sound;
In business colleges 'tis wrongly found;
The long-haired quacks of every kind and tribe
Transform this title's force to empty gibe;
This, indiscriminately *most* confer
On all, who the indignity will bear,
Why not then leave this fakirs' brand of shame
To prove how much deception's in a name?

To Mr. P. O. Selby, Carthage High School, Carthage, Mo., we are indebted for a full explanation of the correct use of the word:

The title "Professor" is applied at present to teachers of all kinds, to corn doctors, quacks and fakirs, piano tuners, street venders, hypnotists, and especially to sleight-of-hand performers, jugglers, and mountebanks.

"Professor" is applied properly to those instructors in universities or colleges who are heads of departments. It is also properly given to those instructors who are termed "assistant professors;" they being given the title "Professor" just as a lieutenant-governor is called "Governor" and as a lieutenant-colonel is addressed as "Colonel." As a courtesy, it is extended to any person who has once had the right to it. It may properly be applied to women who are professors or assistant professors in a university or a college, but it is not often done.

"Professor" is not properly used to designate presidents of schools (who are addressed as "President,") principals or teachers of high schools or lower public schools, superintendent of schools, nor to designate teachers of a business school.

Titles of all kinds are losing favor in this country as it becomes more democratic, and this extends to "Professor," "Reverend," "Honorable," "Doctor," "Esquire," and "Judge." A church convention in Chicago last winter went on record against the use of the title "Reverend." The ministers of the gospel preferred to be called plain "Mister." The title "Professor" has come into such disrepute through its misapplication that a great many who are entitled to it, object to its use in connection with them-

selves. It is only the old-fashioned ones and the supercilious ones who care for the doubtfully honorable distinction of "Professor."

When it is reflected upon that every male citizen of the United States is entitled to be addressed as "His Majesty," but, in general, prefers the democratic "Mister," one sees no reason why there should be any desire for superficial titles.

Mr. W. M. Oates, Secretary, Northern Normal & Industrial School, Aberdeen, S. Dak., voices a sentiment which is fortunately growing more and more common not only in the so-called "educational circles," but among all people who presume to give instruction in any line:

The application of this "handle" to the aeronaut, dog trainer and dancing master thoroughly disgusts school men. The common conception of the use of the word is, that it may be properly applied to any one who teaches, from the assistant instructor in typewriting in a business college to the Dean of a college in a great university.

Higher institutions of learning are taken as authority in questions touching upon education and, I believe, should be followed in their use of the title "Professor." "Mr." has always been eminently acceptable to most of us in preparatory or business school work and the term "Professor" should be left for college and university men who really have a claim to it.

This question has brought out a splendid response and contributions worthy of mention have also been received from Mr. R. E. Young, Galesburg, Ill., Mr. C. V. Crumley, Beutel Business College, Tacoma, Wash., Mr. Walter E. Lindig, Brooklyn, N. Y., Mr. Frank C. Scott, Custer, Mont., Mr. B. S. Barrett, Brooklyn, N. Y., Mr. M. N. Bunker, Halford, Kans., Mr. Ray C. Gruhlke, Vallajo, Cal., and Mr. H. E. Kemp, Decatur, Ill.



Do Employers Consider Touch Typewriting a Fad?

51. Do employers, as a rule, prefer touch typists, or are a good many, as is supposed by some students, old fashioned enough to put no confidence in such "fads"?

According to the numerous discussions of this question which have come to us, employers may be divided into three classes as to their attitude towards touch typewriting. These we may characterize as the "standpatter," the "progressive" and "the man who doesn't care."

The "standpatter" insists on the good old way. The stenographer who has been with him for twenty years used two fingers on each hand. She watched her keyboard constantly and her work was satisfactory. He wants some one just as much like her as he can get. Mr. C. S. Walton, Denver, Colo., tells us a story of such an employer, the first he met with on leaving school. Three or four errors showed up in the work of two beginning typists and these brought down a "general denunciation of the new-fangled touch typewriting," and according to the victim "it was no lukewarm one either."

The employer whom we may term "progressive" has learned and appreciates the value of touch typewriting. As one contributor says, these men "realize that they must keep pace with the times, taking advantage of all improvements in methods as well as in machinery and systems in order to meet the competition of their rivals in business."

But the larger number display an indifference to the methods employed by typists. What they want is results. Mr. Frank C. Scott, Custer, Mont., discusses this type of employer as follows:

What the ordinary employer of typists looks for is results. If the typist has the speed, the accuracy, the neatness, and the economy that satisfies him he is not likely to care whether the typist writes by sight or by touch. Even if, on account of former experience, the employer is prejudiced one way or another, he is not likely to refuse to let the typist show him that she can get results. A characteristic trait of the modern American business man is that he is after results, and always wants the best method he can find to get them.

An ingenious argument brought forth by Mr. C. V. Crumley is:

Like shorthand, it makes little difference what system is used so long as she is able to "deliver the goods." The typist who has learned the touch system, however, can easily change to the sight system should an employer demand it, but the contrary is not so easy.

Mr. Abram M. Kulp, Hatfield, Pa., Mr. R. E. Young, Galesburg, Ill., Mr. Cleveland Cabler, Arkadelphia, Ark., Mr. P. O. Selby, Carthage, Mo., Mr. B. S. Barrett, Brooklyn, N. Y., Mr. H. E. Kemp, Decatur, Ill., Mr. Ray C. Gruhlke, Vallajo, Cal. and M. N. Bunker, Halford, Kans., are also credited with excellent contributions.

Colored Carbons as an Aid to Filing

52. The following suggestion is quoted from a recent issue of a business magazine:

"In one large office, each department uses paper of a different color for the carbon copies of its outgoing letters to distinguish its correspondence when placed with that of other departments in the general files. When request is made for the letters of any particular department with a correspondent, the file clerk has only to observe the color of the carbon copies attached to the original letters instead of having to look for the initial of the writer on every one."

What is the opinion of the readers of the *Gregg Writer* as to the utility of such a plan?

Mr. Abram M. Kulp, Hatfield, Pa., speaks from the standpoint of experience in favor of this plan. He says:

In my opinion this is one of the best and most practical ways of filing I have met with in actual business. I am in charge of the files and we use the same system in the general files in the firm where I am employed and it works splendidly. It should show to especial good advantage where the numerical system of filing is used.

Mr. H. E. Kemp, who is principal of the commercial department of the high school at Decatur, Ill., has been in the employ of the U. S. Government during the summer months, being engaged as a clerk in one of the departments at Washington, D. C. His comments on the methods used by the U. S. Government are therefore based on first-hand information:

Uncle Sam follows a similar plan in some of the Departments in Washington, where the chiefs of some of the Bureaus use different colored or kinds of letter heads, as well as different colored carbon copies in different Bureaus, and in different sections of the same Bureau. It saves time not only for the filing clerk, but for any one who may have occasion to refer to the files.

As Mr. C. V. Crumley puts it, the adoption of such a plan "gives to each department an individuality."

If you are a progressive stenographer, why not work out a plan for adapting this suggestion to your line of business? If you are a student planning to reach the highest possible degree of stenographic efficiency, file this suggestion away in one corner of your mind for future reference. It may help you some time to convince your employer of your value to him and to his business.

A Cure for Cold Fingers

53. A typist complains that she suffers great discomfort from cold fingers while typing. This condition is present even when working in a warm room and when the rest of the body is warm. Can any one suggest a remedy?

Mr. Paul Hoffman, Cincinnati, Ohio, sends in a contribution which is good and to the point:

Particularly in cold weather if an office is not well heated, the stenographer's fingers are chilled and stiffened by contact with the cold metal typewriter. This is not only uncomfortable, but also affects the stenographer's speed. A simple remedy may be found in washing the hands in cold water and drying them by rubbing them briskly with a coarse towel, thus restoring the circulation and warming them up.

Two practical remedies are suggested by Mr. Crumley:

The best plan I have used for cold fingers is to open the steam escape valve on a steam radiator, and wash the hands in the escaping steam. If this is not practical, a good finger exercise will prove beneficial, as it draws the blood to the fingers.

Mr. Charles F. Gunther, Charleston, Mo., brings out an idea which probably strikes at the real root of the difficulty in the majority of cases:

This condition is undoubtedly brought about from the fact that the typist has poor circulation of the blood for it is one of the unfailing signs of such a condition. But if one will take a cold bath on arising in the morning, followed by a brisk rubbing of all parts of the body and plenty of out-door exercise, it will only be a short time until the fingers will lose their coldness, with their attendant stiffness, and the operator will be able to use the fingers as well after coming in from the cold as if they had been "warmed up."

The necessity of exercise should be especially emphasized. A writer in the "beauty department" of one of the women's magazines in speaking of this complaint suggests tennis, golf and walking as exercises especially beneficial.

Mr. B. S. Barrett is not disposed to view the subject seriously. He says: "Don't worry about cold hands, but if you get cold feet—it's a bad sign!"



The Vocabulary of Aeroplane Business

54. Will you ask your readers to furnish a list of words frequently used in connection with the aeroplane business?

Mr. Paul F. Hoffman, Cincinnati, Ohio, replies as follows:

The science of aeronautics is already so far advanced as to make it difficult to answer this question briefly. However, here are twenty words which are used frequently in that business:

| | |
|-----------------|--------------|
| Aerodrome | Chassis |
| Aeronaut | Deflector |
| Aeroplane | Dirigible |
| Aileron | Equalizer |
| Anemometer | Glider |
| Aviation | Hydroplane |
| Aviator | Monoplane |
| Balancing-plane | Torque |
| Barograph | Volplane |
| Biplane | Wing-warping |

Mr. H. E. Kemp furnishes a list of suggestive words and adds the helpful information that "many more may be acquired from some of the leading scientific magazines, such as the *Scientific American*, *Popular Mechanics*, or from catalogs of airship manufacturers."

Lists of words were also submitted by Mr. F. W. Carlson, Chicago, Ill., and Mr. Leopold Ramm, Dayton, Ohio. We will once more, however, give Mr. B. S. Barrett the last word. His list, you must admit, is both comprehensive and suggestive:

Hangar, fly, "up she goes," engine stops, tips over, "down she comes," wreck, killed, funeral.

Some Suggestions

In sending in contributions to this department will our readers please remember: (1) To place their full name and address on the first sheet of the manuscript. (2) To write each answer on a separate sheet and place their name on each. (3) That we want not only answers to published questions, but questions and general suggestions as well.

A reader from New Zealand calls our attention to the fact that it is impossible for foreign readers to get their answers to us by the specified time. We are especially anxious to hear from subscribers from a distance and would suggest that they send us suitable questions with advance answers or if this is not feasible, that they attach to their questions a special request that the discussion be held over so as to allow time for their contributions to reach us.



Referred for Answer

6. Should a young lady, who is assistant cashier in a bank, place the title "Miss" before her name in signing drafts, notes, checks, etc.? If so, should "Miss" be enclosed in parenthesis?

7. Will you kindly discuss in an early issue of the *Gregg Writer* the relative value of the use of pen and ink, fountain pen, and pencil as instruments for writing shorthand?

8. What is the ordinary working speed of a typist in performing his regular duties in an office?

9. If the stenographer feels sure that the matter being dictated is grammatically incorrect, should he take issue with his employer and endeavor to prove to him wherein he is wrong, or should he go on and write the matter as dictated?

10. A reader who has been studying shorthand alone experiences some difficulty in acquiring speed. He writes that he has seen a statement in a shorthand text-book to the effect that the average person can write longhand at the rate of forty words a minute. This reader, however, finds that his rate of longhand writing is not more than twenty-five words a minute and he is wondering as to whether this fact retards his shorthand speed. Will contributors please discuss fully?



Wasn't Quite Sure

AT about 1:30 the other morning there came a furious ringing at the door bell of a quiet house on East Seventieth street. After a few minutes had elapsed a head was thrust out of the second-story window and the following conversation ensued:

"What do you want?"

"Is this where Mr. Tawker lives?"

"I am he."

"Did you deliver an address on 'Heroes of History' at the C. E. convention this evening?"

"I did."

"You spoke of a man who had done beautiful deeds for humanity. His name was Philip Moore. Was he a Catholic or a Protestant?"

"He was a Protestant. But what do you—"

"Thank you, thank you, that's all I want. I'm the shorthand reporter that took down your speech, and I couldn't tell from my notes whether this hero entered the ministry or a monastery. Much obliged for setting me right. Good night!"

—*Cleveland Plain Dealer*.

Mr. Butler's Notes

(For key, see page 110.)

[illegible]

The Reporter and His Work

News and Suggestions of Interest and Value to the Shorthand Reporter. Conducted by Fred H. Gurtler, 1018 City Hall Square Bldg., Chicago, to whom all communications relating to this department should be addressed.

A Sketch of Mr. J. A. Butler

“WHAT shall I do to become a court reporter” was answered by the subject of this sketch, Mr. J. A. Butler, Court and General Reporter, 1408 Title & Trust Building, Chicago, by taking advantage of opportunity that presented itself to perfect himself in his art.

It is not so much that opportunity is lacking to get into the reporting ranks, as it is that stenographers fail to take advantage of, or fail to *create*, the opportunity. It is one thing to have influential friends, and it is another to win your way to a desirable and lucrative position in the professional world through sheer force of merit. Mr. Butler some time ago took the decisive step which later enabled him to become a member of the Chicago Law Reporters' Association. It took courage to leave a commercial position with a definite income and to assume the heavy expense of a court reporter's office without clients—with nothing but “prospects” in view. But Mr. Butler knew that he could do the work—and that the work was to be had. He pitted his resourcefulness, his business and stenographic ability against the chances for failure and decided he could win—and he did win magnificently. We all respect and honor the man who can do things independently, who is willing to back himself against the world.

Hard work counts. There may be different ways of expressing the same idea, but dogged determination is necessary to reach a desirable standing as a court reporter. Mr. Butler has both the determination and the capacity for hard work. But let him tell in his own words some of the things which enabled him to attain his present standing:

The Speed Secret

“I might say the speed secret with me so far has been pride. Some didn't think this was a good system of shorthand. My friends knew what I was striving for. I didn't want to be branded as a failure. I wanted to make good. So pride came to the rescue and furnished the incentive for hard work. You succeed in this business solely through your merit. No bluffing, no letting others do your work will avail; you have to pro-

duce the goods. And you must keep moving; there is no inertia in nature. You must succeed or recede. At certain places in your up-hill climb you will find a helping hand, and, when you do, treasure it as you would success itself, for it shortens the road considerably. Above all, *work*. I won't discuss method. You have heard enough about that.

“Let me repeat what Mr. Gurtler has said. In the court room you won't get such an avalanche of difficult dictation as

J. A. BUTLER

you probably anticipate, but you will get book after book of simple, colloquial language at a high rate of speed. I never realized the exact moment when I first became able to report a case. Ability isn't created instantaneously. You can't see the grass grow, but it does. So, why are you waiting for the inspiration that will never come? You will never be able to take rapid testimony without absolute concentration and endeavor. If you 'take' indifferently, you will get an indifferent 'take.' A writer once likened shorthand reporting to the work of a musician always playing difficult music at sight.

"So if you are not one of those who already have the ability, but simply lack the pluck and initiative to establish themselves as reporters, take this advice: Let 'pride' furnish the incentive. You supply the energy. That's my recipe."

Pluck and Hard Work Win

The foregoing remarks of Mr. Butler's should be keenly appreciated by everyone looking forward to a court reporting position. The words pluck, daring, initiative, tact, patience, hard work, and persistence, have a definite meaning to him and should be taken for just what they mean. They do not mean wishing, or desiring, or longing, or hoping, or procrastinating. The result of putting into operation the forces these words stand for is inevitable and as certain as the rising of the sun. By your very thoughts you placed yourself on one side or the other as you read what Mr. Butler said. You were either conscious that you did not possess these qualities or that you did. If you haven't the ability to ask for something which you have little hope of getting, the ability to take a sharp turndown and the ability to come back, you would better devote a little thought to that weak feature of your make-up. This ability can be developed and is developed in every successful man this country has ever produced.

How Mr. Butler Works

Mr. Butler further writes me as follows:

"I am enclosing a page of notes taken in a bankruptcy examination. I use a side opening note book and violet ink. Fountain pen, of course. After experimenting

with loose sheets I found that they are not practicable in Chicago where the conditions are such that it is often necessary to write standing with note book in hand or on the railing.

"These notes will demonstrate what I have said above, that court testimony, as a rule, is simple enough as to language, but the abnormal speed is 'the nigger in the wood-pile.'

"As to hand movement and position of pen, I strike the happy medium. I use neither a finger nor an arm movement, but somewhat of a finger and wrist movement. And I hold the pen neither vertically nor at too great a slant. About forty-five degrees is the right slant, I believe. However, I must confess that I am leaning more towards the finger movement every day, on the theory, I suppose, that the smaller the body the less energy is required to move it, i. e., the fingers not tiring nearly so easily as the arm. Along this same line I might say that I have, for regular use, a short 'Vest Pocket Safety' Waterman fountain pen, which does not tire the hand as does a heavier pen. I have written a whole day with this pen without feeling the least bit fatigued. The pen will hold ink enough to last a good half-day. I carry a No. 14 also for emergencies. Although I believe a pen is slower for reporting work than a pencil, pen notes are more easily read and do not strain the eyes as do pencil outlines. Again I save the annoyance of 'keeping a point.'

Where He Was Trained

"I laid the foundation of my shorthand career by attending Gregg School, Chicago, three months, nights, and have been studying ever since I left school, nearly six years ago. And I want to say that unless you love study for its own sake, I, for one, do not believe you will ever cut any great figure in the shorthand world. True, there are exceptions to every rule, but the farther you advance the more forcibly will it be brought home to you that shorthand is merely the tool with which you work and that you will have to become a veritable working encyclopedia to do first-class work. The fact is that while most of your work will consist of simple matter, when the difficult job does

bob up, and you are called on to take it, your reputation will hang in the balance. Then the time you have spent in preparation will pay big dividends. I find my work getting easier day by day."

Mr. Butler is reporting in Chicago, where big things are going on all the time. He has done some very important reporting up to the present time, and on one certain piece of work requiring great ability was selected from a list of some twenty reporters, and has been doing the work in an entirely satisfactory manner for the past year.

Specimen of Mr. Butler's Notes

The specimen of Mr. Butler's notes given herewith was taken from the usual "grind," and is reproduced for your benefit. Study these notes carefully. Note how some of the sharp angles at high speed are blended into small curves. We need accurately written notes for an example to aspire to, but in rapid work we can easily avoid sharp angles and save time and energy and yet retain legibility.

We are expecting to hear more of Mr. Butler's work, and we congratulate him on his present attainments. We are sure Mr. Butler would be pleased to answer any questions regarding reporting that any of the readers of this department may care to ask.

Mr. H. F. Post Appointed Official Reporter

WE have pleasure in stating that Judge E. A. Walters has appointed Mr. Hermann F. Post as official reporter for the Fourth Judicial District of Idaho, with headquarters at Shoshone, Idaho, at a salary of \$2,500 and expenses.

Mr. Post acquired a knowledge of Gregg Shorthand in the St. Joseph High School, St. Joseph, Michigan. After holding several positions as stenographer to important business firms in Chicago, he was selected to succeed Mr. Hagar—when the latter became manager of the Chicago office of the Gregg Publishing Company—as head of the advanced department of Gregg School. While a teacher, he continued to practice for reporting speed, in this re-

spect emulating the example of Mr. Gurtler, one of his predecessors in the teaching force of the school. In the June issue we published a specimen of Mr. Post's actual reporting notes as a transcribing contest, and the notes were so well written that they were transcribed by many of our readers.

We congratulate Mr. Post upon his advancement, and we feel sure that his work will uphold the reputation for high-class reporting work that is being made by so many official and other reporters using the system he writes.

Key to Mr. Butler's Notes

A Oh, I suppose they have fifteen thousand dollars, if you take them all, good, bad and indifferent.

Q How much of the fifteen thousand dollars do you consider good? A Less than fifteen hundred.

Q What do you value the fixtures at?

A About five hundred.

Q Has the Inland Tea Company any other assets than the ones you have enumerated?

A Not that I can recall, Mr. Neuman.

Q Was the capital stock of the Inland Tea Company paid up? A I think so.

Q How was it paid up? A I do not know that without referring to the minutes.

Q If it was paid up, you paid it up? A If it was paid up, we paid it, yes.

Q Have you turned the capital stock of that company over to the Receiver? A I have tried to get hold of it. I do not think it has been issued.

Q Who organized that corporation? A Mr. Hazard. He is out of town.

Q Have you turned over all your property of every kind and nature to the Receiver? A Such as I have any knowledge of, Mr. Neuman.

Q Are there any notes, obligations of Richheimer & Company, either in the form of notes or in any written form, or on open account, which do not appear upon the books of Richheimer & Company?

A Yes, there is—. You mean accounts of theirs?

Q I am speaking of obligations of Richheimer & Company. Are there any obligations of any kind or nature, whether in writing or otherwise, which do not appear on the books of Richheimer & Company? A I think there are a few small ones.

Q What are they? A I think yesterday I wrote off those that I could think of and turned the list over to the Receiver.

Mr. Neuman: Have you got the list here, Mr. Dorothy?

Mr. Dorothy: No, I haven't, I have only the books with me.

Mr. Neuman: Q Can you remember any of the accounts on that list?

A You mean——.
 Q The name and amounts.
 A No, I can't give them.
 Q I asked you if you could give any of them.
 A I couldn't even give one.



Key to Reporting Plates

Q Did you expect to be called as a witness here when you looked at your watch?

A No, I did not expect to be a witness. I didn't know anything.

Q Did you make a memorandum of what time it was on Monday evening? A No, I did not.

Q Where was the wagon? A In the rear.

Q Is there a fence at the end of the lot that 6408 is on, in the rear? A Yes, there is. There are buildings standing in the rear.

Q Was there anything between the wagon and you?

A A gangway that we walked out in.

Q Was there any fence or house between you and the wagon?

A We look right through the gangway and see everything.

Q Did you see any boxes on the wagon Monday evening?

A I saw the same as Saturday; they were carrying boxes out and putting them on the wagon.

Q What color was the wagon? A It was not black, it was not white.

Q Well, what was the color? A Same color as my coat.

Q How many horses were there hitched to that wagon?

A I didn't see any horses.

Q Did you see any harness? A No, I did not see any harness.

Q Now, what color did you say that the boxes were on Monday evening? A The boxes were the same color as they carried the two former days.

Q All except red, white and black, is that right?

A Yes.

Q And you made no memoranda, and you didn't write down the dates that you have testified to here?

A No, I did not.

Q You have talked about this case with your wife, haven't you, many times. A Yes, we were talking about the case, but we didn't know we were going to be called.

Q Did you talk with anybody about this case within the last two weeks? A No. There is a store next door and they asked me about the case, and I told them I didn't know anything about it.

Q To whom did you say you didn't know anything about the case? A To the store-keeper.

Q What storekeeper? A The house adjoining ours.

Q When did you tell him you didn't know anything about this case, when was it? A I have been over there every day.

Q When did you last tell this man anything about this case?

A He was asking afterward about it and I always told him I didn't know anything about it.

Q Do you know the name of this man? A Oszawski.

Q Is he a countryman of yours? A No.

Q Did you tell anybody else that you didn't know anything about this case? A No, I did not.

Q Now with whom have you talked about this case last?

A I wasn't talking to anybody about it.



Elizabeth's Success

SO I'M to tell how I clambered up the hill of success? Principally on all-fours; often with a lump in my throat, and always with my teeth set tight with determination to become an expert in my own line—stenography.

"We have over eighty applications on file already," was what I heard everywhere during my first hunt for a position. So it was during this very first week that I made up my mind to be an expert.

With this in view, I concentrated on shorthand. On my way down to the office in the mornings I read the signs and names over the store doors, and mentally pictured the shorthand equivalents for these words. I listened to conversations in street-cars, taking mental notes. I took

my note-book to church and took down the sermon, and to this steady practice I attribute the unusual speed I gained before I had been a full year at the work. I also subscribed to a shorthand magazine, and read it at every possible opportunity. And in the office I practiced, practiced and practiced—betweentimes, at lunchtime, any old time—on my typewriter.

To my first employer I owe a debt of thanks because he was so nervous. It was he who taught me that the successful stenographer mustn't stare expectantly at her employer and tap her teeth with her pencil during the pauses of dictation. It was he who taught me not to dump my letters in the middle of his blotter, on the top of other papers, but to clear a space

for them at one side. It was he who taught me to accept responsibility and use my head. Shall I ever forget the time when he asked me to hand him a piece of paper, and I inquired, politely, whether he wished a large piece or a small piece? His reply was to dismiss me on the spot—and even although he recalled this dismissal the next minute, I never forgot the lesson.

My next employer, thank goodness, was unreasonable. So unreasonable was he that he expected me to remember things I had not even heard of, and by this excellent, if trying, method, he taught me to think ahead, and take intelligent hold of his business. To this habit of casting a glance over the mental horizon I owe a great deal of what the firms who patronize my office to-day call executive ability.

Next to understanding one's business thoroughly, the greatest help to success is, I think, to work cheerfully when one has to work overtime. I early learned that if I were going to do a thing at all I might as well do it graciously. So when my employers have kept me after hours, I have always made a point of making some little joke or humming a little tune as I sorted out my papers, or in some other way demonstrating that I was perfectly delighted to help out. And I know that to this alone I owe two successive promotions.

So my advice to girls who would succeed in stenography is, briefly:

Practice your shorthand by taking mental notes, grab all the responsibility you can lay your hands on, and be cheerful at all costs.—From *Harper's Bazaar*.



Keys to Last Month's Shorthand Plates

Simple Business Letters for Beginners

Mr. James Kellogg,
Flint, Michigan.

Dear Mr. Kellogg:

I called at your house yesterday but did not have a chance to see you. I wanted to know if you could be with us to-day while the sale is on at our store. You know perhaps that our entire stock of flannels is for sale. Some of the goods will be as cheap as any goods in the world and I think we shall do a good business. If you cannot come, please let me know why you cannot be there so that I can tell my assistant. I shall not make any other arrangements until I hear from you.

Yours truly,

Mr. E. C. Howe,
Los Angeles, Cal.

Dear Sir:

Mr. A. S. Tucker has requested that we write you regarding his work with us. Mr. Tucker came to us about a year ago highly recommended and was employed by us as assistant manager at our plant in Cook County, which position he filled very satisfactorily. At the end of the year, much to our regret, he announced his intention of leaving the country and returning to the city.

His work was very satisfactory to us in every way and we are therefore interested in seeing him secure other employment. Mr. Tucker states you have intimated to him that there is a possibility of an opening in your office in the near future. If so, we have no doubt that he would fill satisfactorily any position within his line of experience.

We shall be glad to furnish you any further particulars which you may desire.

Very truly yours,

Mr. John Miner,
Holden, Illinois.

Dear Mr. Miner:

The young principal who called to see about the three typewriters used by the pupils said he could not find our residence at first. While it was quite light at the time, he had gone more than a mile beyond the place.

He did not like our way but still he made satisfactory arrangements. He is a splendid young man and seems to be very popular here in the city. I am told that he has a good deal of wealth. His work was very good and we shall take most of our studies with him. Can you be with us when the class meets next time? I called to see you the other day but no one seemed to know where you were.

Very sincerely yours,

Mr. M. Jones,
1427 Adams Avenue,
Syracuse, N. Y.

Dear Sir:

We have at hand one diamond and pearl pin belonging to Miss Hill, the name written on your envelope. This pin is broken at the joint. You do not state if you wish this repaired in a cheap way or wish to have it hard soldered. Kindly write more fully regarding the matter so that we may go ahead with the work.

Yours very truly,

Mr. Paul North,
1512 Madison Street,
Spokane, Wash.

Dear Mr. North:

Enclosed please find petition for initiation in the lodge in this place. I am pleased to note that you have taken this step.

Kindly fill out the blank on both sides and

return to me with check for \$10.00. I will recommend you personally and it will be an easy matter to get another member to do so. I am sure that you will be benefited by joining the lodge and I for one am glad to welcome you.

Very sincerely yours,



The Stenographer and the Merger

Mr. Frederick Alexander Downs was genteel. His linen was always clean; his clothes, although always showing signs of wear, were well brushed and neat. His shoes always were polished and his voice always was soft and mild.

He looked a bit faded and he was a trifle bent. He was gray-haired and quite handsome, almost distinguished in appearance. If you met him in the subway or on one of the avenues, you would take him for a professor from one of the universities or possibly a pastor emeritus. As a matter of fact, Mr. Frederick Alexander Downs was an office boy.

In the New York publishing house of Jones and Bradford, he got \$12.00 a week. He had been there for eighteen years. Some friend of the firm whom they had to favor had asked Jones to give a job to Downs. Jones, in his brusque, alert, searching way, had discovered in a few minutes that Mr. Downs, while scholarly looking, refined and of good address, was devoid of business ability or gumption.

Men of one-third his education, men who were deficient in all Downs' grace of manner, men by no means so well informed, were many times more valuable and successful, simply because they had initiative and general ability.

There are ten thousand men in New York just like Frederick Alexander Downs. He could do a little of a lot of things, but not one thing well. His sensitiveness forced him to shrink from what others had no qualms about doing. He was a failure, a genteel failure, an unnoticed failure.

Jones read his character in a few glances. He told him he was sorry but he had no job except—he was going to say office boy, but hastily compromised by saying "welcomer." Mr. Downs smiled. It suited his ideas exactly. He explained to Mr. Jones that he knew precisely what the office required and that he would give his best attention to fulfilling its needs. That is how Frederick Alexander Downs came to be office boy for Jones and Bradford. He took his duties seriously. He never knew that the job ordinarily paid four or five dollars a week. He imagined that he was an important figure in the establishment.

Jones had not the heart to give him an office boy's wage, so Mr. Downs went on the payroll at \$12.00 a week and had continued from year to year. He was worth it in a way. Every person who opened the door of that outer office got a good impression when they saw the dignified old man at his desk. He looked and acted the gentleman. He looked substantial and dependable.

When he took a visitor's card, it was always with a bow. Most callers felt they were

being signally honored when Mr. Downs arose from his little desk, laid aside the blanks and sheets of figures he was at work upon and came forward to see them.

Poor old Downs! He could keep as busy scribbling unmeaning figures on a pad of paper as Edison could on one of his greatest problems. To sign a receipt for a parcel or a letter was a long, laborious, important operation. Some of the employees looked upon him as a fossil, but there was one person who knew Downs better and appreciated him more than any one else in the world—and that was his daughter Grace.

She had been working for the firm ten years. She advanced steadily. He stood still. She knew the qualities of mind and heart that endeared him to those who met him outside the realm of business. What a business man would look upon as his weakness was the very thing that made others love him.

He simply could not think badly of any one. He could have his eyes fooled out of him by a designing person. He never had been and never would become a sophisticated ordinary every-day human being! He had little indeed of this world's goods, yet those who asked could have. He was absolutely unsuspicious. He took everybody at his or her own valuation. Really he never had grown up.

The business of Jones and Bradford might have gone on for generations placidly and prosperously had it not been for the speculative propensities of one of the firm. He overplayed himself one fine day and it became necessary for the firm to get financial assistance outside. He overplayed several more times.

Then there came a day when the persons who furnished the help wanted to make the securities more secure. So they suggested a merger of the concern of Jones and Bradford with several other concerns in the same line of business. The merger germ was pretty busy just then.

Jones and Bradford had no option in the matter. They had to do as they were directed by those who had the whip hand. So it came to pass that plans were discussed for the merging of the house of Jones and Bradford with several other concerns that Jones and Bradford never would have hooked up with had it not been for their financial difficulties.

Before a merger is brought about, it is necessary to get down to a scientific analysis of what there is to merge. To get at this analysis there are various gentlemen upon call known as systematizers. They are long on cranium and short on heart.

One of these systematizers walked into the office of Jones and Bradford one morning and shocked Mr. Frederick Alexander Downs as he had not been shocked in many years by failing to note the bow of Mr. Downs, by failing to present his card and by proceeding to walk past Mr. Downs' desk and into the realms beyond examining floors, walls, furniture and employees as if he were about to do a job of kalsomining.

It was not long, however, before every one

knew what he was there for. Rumors, especially rumors of trouble, travel fast. The systematizer was around Jones and Bradford's place for fully a month. The report he made was a model of thoroughness and clarity. He showed how various economies could be inaugurated.

Economy is one of the attendants of merging. In a business like that of Jones and Bradford, where presses have been employed only one-third or one-half the time, the book bindery busy only odd days and the other branches of the establishment never working full time, there is a good deal of waste. By merging five or six plants, two or three or four of the presses can be kept busy all the time, the book bindery of one or two of the concerns kept going full speed and waste reduced to a minimum in production, in purchasing and in selling.

The people behind the merger were charmed with the outlook and the systematizer was warmly praised for his report. He never knew and none of the other gentlemen busy in bringing the merger about knew the agony of mind that merger caused the employees. It is a horror for a person to face dismissal, especially in hard times, especially in a business where opportunity for re-employment is limited.

Doubt, too, is more terrifying than reality. But they were not long in doubt after the systematizer made his report. More than one-third of the employees of Jones and Bradford had to walk the plank. Mr. Jones was very sorry—at least he said so. The merger was a sad affair for him. He had been drawing \$35,000 a year before his speculative losses got the house into trouble. Now, under the merger, he had been reduced to a salary of \$25,000 a year.

When the list of those who were to be discharged was presented to him, he said he did not have the heart to make the announcement, so he left that to Mr. Bradford. That cold-blooded gentleman scanned the list and noted approvingly. Then he sent for the doomed ones and lopped off their heads while they waited. It took him a day to do it because there were a lot. When it was all over, he reported to Jones that while he had feared at first it was going to be hard, he got rather to like it toward the end. There was an exhilaration in watching the varying ways in which they took the blow.

It was fitting, of course, that when the head of the house had to stand a reduction so radical as Mr. Jones, all who were retained would make some sacrifice. Not one employee was spared. The systematizer had marked Frederick Alexander Downs for decapitation. The old man made that critical student weary, but some one, through respect for the old man's daughter, had prevailed upon Mr. Jones to retain him. He was allowed to stay, but when it came to slashing the pay-roll, the gray-haired old welcomer's twelve per was scratched out and five a week was marked in its place. The daughter, who had been receiving \$25.00 a week, was reduced to \$23.00. Everybody around the establishment knew that she was one of the

most valuable of the minor employees of the office.

When the reductions were agreed upon, the list was turned over to Grace Downs. She it was who made up the pay envelopes and she was instructed to notify all employees who were retained as to the reductions in salary.

The visit of the systematizer had sorely upset old man Downs. His age was telling more and more upon him. He was getting whiter and more bent. He did not like that cold-eyed man of scientific business because the serenity of the office had been disturbed and men and women for whom he had an affection through long association were sorrowing through fear of the visitor.

Never a thought had Frederick Alexander Downs for himself. He knew he was a very valuable member of the staff. If he had any idea that he had been marked for dismissal the shock almost would have killed him.

When the doomed ones had to go, no one was more sympathetic than Mr. Downs and no one was more sincere in what he said. Then when the notice came to those who remained, he looked at his and bowed his head. It was a burden but it had to be borne. When he learned how much of a cut some of the others had sustained, he did not feel that he had been so harshly treated. He even felt a little thrill of pride.

There was quite a little confusion following the merger. There always is when businesses are consolidated. But in due season everything was running smoothly again. The employees became reconciled to the new conditions and the merger itself began to be a thing of memory. It probably was five months after the consolidation that Mr. Bradford one day in passing the desk of Mr. Frederick Alexander Downs saw the poor, bent, old man open his pay envelope and take out some money. Mr. Bradford had a sharp eye. It pierced the bank notes in the old man's hands. There was a five dollar bill to be sure—but there was more than that.

Bradford was a man of action. He took an opportunity a few minutes later to send Downs out of the room on an errand. The instant he was gone, Bradford took from the waste paper basket the envelope that had contained old Down's pay. One glance at the bit of manila paper told the story; \$10.00 was written in the corner.

He had been right then about the bills in the old fellow's hands. When he should be receiving \$5.00, he was receiving \$10.00. The man who had been retained through charity was robbing them, or was the means through which they were being robbed. Bradford went back to his office and sent for Jones. Then he showed the envelope he had picked from the waste paper basket to his partner.

"There!" said Bradford, as Jones knitted his brows. "It is a perfectly plain case, isn't it? Miss Downs has been doing a little crooked work. Well, you hired her, it's up to you to fire her. She is under bond so we won't lose anything."

Jones was a bit soft-hearted. He did not relish his job, but he sent for Miss Downs to come to his private office.

It seemed to Bradford that it took his partner an unconsciously long time to fire that girl.

"Well, did you fire her?" asked Bradford.

"No," said Jones.

"Why not?"

"Because that girl has been taking \$5.00 out of her pay every week for her father's envelope."



Paper Correspondence

Messrs. Ward, Brown and Co.,
Milwaukee, Wis.

Gentlemen:

We wish to acknowledge receipt of your letter of the 3d inst., ordering one case large students' paper to be ruled like the enclosed sample. We regret that our mill is shut down until August 12 for annual repairs, but as soon as we resume work, we shall give your order our prompt attention.

Yours very truly,

Messrs. Charles S. Winship,
Haverhill, Mass.

Gentlemen:

Please accept our thanks for your order of January 8. We will forward at once to the Standard Printing Company, Boston, ten reams 19x24-32, Champion Superfine. We do not carry 19x24-28 Champion in stock and can hardly make so small a run as five reams. If you can increase your order to one case, we will make this with our next run. Kindly let us hear from you with regard to the matter.

Thanking you for the order, we remain,

Yours respectfully,

Riverside Paper Works,
Trenton, N. J.

Gentlemen:

We are enclosing herewith a list of job lots corrected to date and wish you would make an extra effort to dispose of as many of the lots as possible before inventory.

Under separate cover we are sending you samples of a job lot standard rag envelopes at the Nonotuck Division. You will see by these samples that it is a good lot of paper, especially at the price we have put against it.

If you wish additional samples from any of the divisions, please advise us.

Yours truly,

The American Paper Company,
Rochester, N. Y.

Gentlemen:

Confirming our telephone conversation of this afternoon: We advised Livermore and Williams that our order of December 1 for one ton 24x38-60 S. C. Book, to be delivered to the Holden Transfer Company, is made and will be shipped immediately. If for any rea-

son this order cannot go forward at once, kindly advise us as they may want you to ship them immediately some 25x38-60 of which you have plenty in stock. Your best attention to this matter will greatly oblige

Yours truly,

Messrs. Wallace, Smith and Co.,
Clinton, Iowa.

Gentlemen:

We are mailing you to-day under another cover samples of two kinds of roofing paper. One sample is the same quality as we furnished you on your last order. The other is a somewhat better grade and, as you will notice, is tinted. If you can use a quantity of the better paper, we can furnish it to you at the same price as you previously paid for the cheaper grade, as we had an opportunity to purchase a lot of this.

Will you please let us know as soon as possible whether you prefer the tinted paper.

Yours truly,

Smith Brothers Paper Co.,
192 Arch Street,
Boston, Mass.

Gentlemen:

In reply to Mr. Hobart's letter of the 17th inst., we would say that possibly we did not make ourselves clear on notice of shipment of case No. 3838 (not No. 3730, as you mention). We opened this case and took out fourteen reams, which we repacked in case No. 9064 and shipped to Logan, Swift and Co.

Regretting the trouble, we remain,

Yours truly,



Miscellaneous Correspondence

Alderman Frank T. Fowler,
City Hall, Chicago.

Dear Sir:

At a recent meeting of the committee on schools, the chairman appointed a subcommittee to consider the request of the Board of Education that the council concur in the institution of condemnation proceedings on the part of the city to acquire title to certain property as additional accommodations for playground purposes in connection with the Garfield School.

During your absence from the city, the rest of the committee visited the locality in question to inspect the property and to consider the advisability of securing such additional playground site. To those members of the committee who were present at the time of this visit, the property in question seemed to be poorly located for the purpose. The price set upon the property by the board seems to be excessive in view of the fact that other property, equal in area and more suitable in location, can be acquired at a much smaller figure.

As this is a very important matter, I am exceedingly anxious to have you make a similar investigation in order that our report when

made to the committee on schools may express the sentiment of the entire subcommittee. I hope you will visit the locality at an early date and when you have done so, we will arrange a meeting, at which time we may prepare our report. Will you kindly give this matter your best attention.

Very respectfully,

Mr. Carl Becker,
315 West Street,
Cleveland, Ohio.

Dear Mr. Becker:

The regular annual meeting of the stockholders of the Chicago and Mexican Plantation Company will be held in the office of the company on Monday, August 15, 1903, at 7:30 P. M.

It may be possible that you will be not able to attend and, as we desire to have a large representation of the stockholders present, in the event that you cannot be present yourself, will you kindly fill out the enclosed blank proxy, sign the same and send it to me or Mr. Smith, the Treasurer? I hope you will be able to be present yourself.

Very respectfully yours,

Messrs. Rogers and Wells,
1148 Broadway,
New York City.

Gentlemen:

There is one point of merit in our magazine as an advertising medium for you which perhaps we have not yet brought out in our correspondence; that is, this magazine is used daily in the classrooms of over twenty-five hundred commercial schools, parochial schools and public institutions. This serves to give you a daily advertising value at the price of one insertion among precisely the people whom you wish to reach.

A second point is that now is the buying season in this field. If you want to reach the colleges and schools that can give you large orders, now is the harvest time for you. It is during the months of June, July and August that these people place their orders for the ensuing year, and you must act at once if you desire to get a share of their business.

We think the "copy" sent you on June 18 will serve you very well to start off the campaign and a three-months' tryout on the basis of a half-page should enable you to decide to remain in the magazine indefinitely.

If there is any further information we can give you regarding our magazine, kindly let us hear from you. In any event, write us what you think regarding our proposition.

Very truly yours,



The Business College

As you approach the Grand Central Station in New York, you can see the blank wall of a certain building upon which is a picture of the Hon. George B. Cortelyou.

Beneath the picture is the legend in gigantic letters, "From a Business College to the White House—This is the School Where Cortelyou Graduated."

A grumpy gentleman across the aisle from me remarked: "Cortelyou would have been a great man even if he had graduated at Yale and had a rich father. There are some men you can never keep down. Cortelyou is one of them."

This is probably true because Cortelyou would have improved his opportunity wherever he was. But this fact holds: Cortelyou's chief value to the world lies in the fact that he is a business man. He is an organizer, a methodizer, a man of decision, a judge of values, and, above all, he knows the worth of time.

I am glad the world has evolved to a point where the sneer for business men and business colleges tokens a vacant mind.

Business men serve society and the ethics of the time says that to serve is to bless.

And so business colleges where young men and women are trained to active, intelligent and efficient service are immediately ethical institutions that bless and benefit the world.

In mousing in "Who's Who" in a vain hope to find my own name, I chanced upon the names of the three Strauses—Oscar, Nathan and Isador, the greatest trinity of brothers in America.

And I noted that Nathan, who deals in the milk of human kindness, is down as a graduate of "Packard's Business College."

The other two attended the same institution, but did not have the felicity to graduate, although they evidently got a few good ideas there that have lasted them through long and successful careers.

So popular have the business colleges now become that most of the big universities have put in "commercial departments," trying to meet competition.

The problem of civilization is to eliminate the parasite—and in the process of elimination the business college of to-day is one of the chief factors. The classical education may help you to earn a living, and it may not, but business education always does.

And do you know what a business education means? I'll tell you. It means economic freedom.

The man or woman dependent upon another for bread and clothes is a slave—a slave of incompetence, and that is the bitterest kind of serfdom.

Graduates of Business Colleges, absolutely without exception, have paying positions awaiting them. They do not have to advertise for a place, beg, steal or stand in the bread line.

So look you, lads; don't shed any of the briny if fate decrees that you cannot spend four years of your young manhood in a university—get busy in a business college, where everybody is busy, where time is precious and opportunity is prized.

Improve your opportunities. Get eight hours' sleep every night—work, smile, study and health, happiness and success await you.

"The first of the great principles of the
 government is the preservation of the
 Union. The second is the protection of the
 rights of the people. The third is the
 promotion of the general welfare. The
 fourth is the maintenance of the
 peace. The fifth is the support of the
 law. The sixth is the encouragement of
 industry. The seventh is the promotion of
 science. The eighth is the support of
 the arts. The ninth is the maintenance of
 the public morals. The tenth is the
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Abraham Lincoln

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1. The first of these is the "G" sound, which is written as a simple "G" in the Gregg system. The second is the "H" sound, which is written as a simple "H". The third is the "I" sound, which is written as a simple "I". The fourth is the "J" sound, which is written as a simple "J". The fifth is the "K" sound, which is written as a simple "K". The sixth is the "L" sound, which is written as a simple "L". The seventh is the "M" sound, which is written as a simple "M". The eighth is the "N" sound, which is written as a simple "N". The ninth is the "O" sound, which is written as a simple "O". The tenth is the "P" sound, which is written as a simple "P". The eleventh is the "Q" sound, which is written as a simple "Q". The twelfth is the "R" sound, which is written as a simple "R". The thirteenth is the "S" sound, which is written as a simple "S". The fourteenth is the "T" sound, which is written as a simple "T". The fifteenth is the "U" sound, which is written as a simple "U". The sixteenth is the "V" sound, which is written as a simple "V". The seventeenth is the "W" sound, which is written as a simple "W". The eighteenth is the "X" sound, which is written as a simple "X". The nineteenth is the "Y" sound, which is written as a simple "Y". The twentieth is the "Z" sound, which is written as a simple "Z".

The REGG WRITER

A
MONTHLY MAGAZINE
DEVOTED
TO
TECHNICAL
AND COMMERCIAL
EDUCATION



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"mussy" way

The Dependable Fountain PEN

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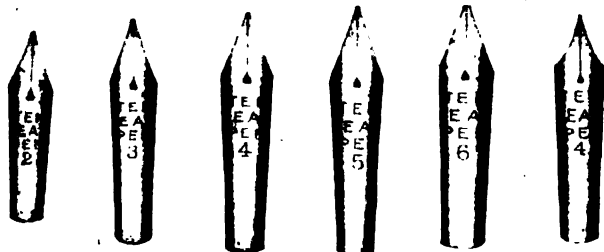
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"Dependable" way

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CHICAGO, U. S. A.

The Gregg Writer

Vol. XV

CHICAGO, NOVEMBER 15, 1912

No. 3

The Foundation of a Livelihood

UNDER this title Mr. Thomas G. O'Brien, vice-president of Drake Business School, New York City, discussed, in the *New York Sun*, the economic place of modern business schools in the community and the work they are doing. The Manhattan branch of the Drake Business Schools—which is one of the chain of famous business schools of which Mr. A. J. Gleason, of Jersey City, is president—is one of the leading schools of New York City. Mr. O'Brien's good business and educational judgment has enabled him to build up an enormous attendance, and the success of his students in the actual field of business indicates that the kind of training they received satisfies the business man.

Mr. O'Brien says that one of the most important factors in building up so successful a school has been that his is a *one system school*. That fact has enabled him to concentrate the energies of his whole organization on the one thing. It has produced absolute harmony in all departments, a unity of purpose and an enthusiasm that have produced prodigious results. His experience has been exactly that of others who specialize instead of dissipating their energies. His school is a fine example of the efficiency that comes from a definite one-system policy upon which the whole thought and force of the organization could be focused. It is simply the logical application of scientific business management to the school business.

We would like to give Mr. O'Brien's

article in full, but owing to the limitations of space must content ourselves with presenting some of his most striking thoughts on the subject. He discusses the subject under three heads: judgment, environment and ability.

Judgment is put by many thinkers at the head of the list. It is largely a quality that is inherent rather than acquired, although the watchful instruction of teachers and elders can do much toward rounding off rough edges and enriching the natural tendency by the infusion of experiences.

Environment is not inherent so much as it is de facto, and yet like judgment is primarily not under the normal control of individuals yet in the student age.

Ability is per se the plastic qualification most readily responsive to the adolescent mind. It is that ingredient of future success over which the youth has the greatest control; therefore it is most naturally the supreme object of consideration and attack.

Judgment develops unconsciously if at all; environment is afforded, and not by the young man or woman a thing to be acquired so far as immediate consideration is concerned; ability is the third of the component parts of embryonic success to be dealt with.

Practically in proportion as the standards of business have increased has the cosmopolitan nature of this human material become more pronounced. The increased standards of business may be summed up in one word, efficiency. The corresponding increase in the cosmopolitan nature of youthful business students in its relation to business may be measured in terms of increased opportunity for and need of ability development.

Never before in the history of commerce has it been so incumbent on the successful business man to personally possess or in the capacity of an institution employ more efficient assistance. The struggle to-day in the business world is to get the most and the best for the

THOMAS G. O'BRIEN

least expenditure. In the increasing of quality and decreasing of labor cost is a prime essential. Again the problem reverts to that third component part of success, ability.

Having considered the human material, its commercial market, the forced needs of the market in its demands on the material, it is necessary to study the needs of the material in its problem of successfully lifting itself to the existing level of its opportunity.

He then outlined the old apprentice system of "learning" business and showed how uneconomical and inefficient it was. To-day, he says, the business man is unwilling, even if he had time, to act the part of tutor as well as employer. The need for efficiency, and for the initial efficiency of the student at the time he enters business, is now paramount. He then asks:

What is efficiency in a business school. Is it to be found? Can it be proved?

First, it may be defined as the concentrated ability of experienced teachers to train young minds and hands in the best way, in the shortest space of time so as to get into the office prepared in the most thorough way to do not only mechanical routine but original thinking.

Second, it is to be found. And in substantiating that statement we answer the third question. The best way to prove the presence of efficiency in a business school is by the continued patronage of business houses for help. Generally speaking the business schools of to-day are not to be compared with what they were a generation since. And for a very good reason. The demands of the business world to-day are such that if a school wants to maintain its prestige it must measure up fully to what this same business world wants.

Business schools are often between two fires. Business men want students who have the very greatest possible training. They do not want to spend any more time than is necessary breaking in beginners.

On the other hand is the student, if he or she is paying his own way, or the parent, if the funds are still coming from that source, pressing the school to finish the student in as short a period of time as possible. In fact the general desire, if not expectation, is that the student shall be graduated and placed in an earning capacity earlier than the business world is willing to permit.

The business schools of to-day are a fixed link in the chain of development, made so by the necessities of business. Employers busy with efficiency problems in their plants, without time to train beginners, demand not merely trained help but highly trained help, and getting it keep going back to the same source for more.

The writer then goes on to explain some of the methods of the present-day business school—how it takes into account the per-

sonal equation and shapes its work in the school room to meet the demands of the individual instead of the mass. He says:

Business schools to-day have also gone beyond the old-time method of simply getting the students to memorize certain facts sufficiently well to repeat them at an examination. Teachers aim more to get that process called original thinking started among their charges. When young men or young women go out into the world they will have to think for themselves. This is the quality which differentiates clerks and executives. So if the school is to turn out the most promising graduates it must inculcate the process of original thought.

Some of the other good thoughts presented are: "As a general thing when the young man or woman enters the office it is to do one specific duty. There may be a number of minor duties in connection, but the fact remains that there is generally not the opportunity to roam all over the office and study and practice until a good all-round efficiency and ability is acquired. This only emphasizes what the business school does, for an up-to-date curriculum contains instruction and practice on all the standard appliances."

The importance of this last development in business education is now emphasized by the large number that are teaching office training as a regular part of the stenographic course, both the business man and the school now assuming, and rightly, that the stenographer's work is not confined strictly to shorthand and typewriting. Mr. O'Brien says that "the school that wins out to-day in the struggle for continued existence is the one with the best course, the course that gets closest to the practices of the business world of to-day, that teaches its students how to step right into an office and start with a speed (and salary) that it would have taken a less trained person months and months longer to attain." He also says that the age of business school students is constantly advancing. In conclusion he says: "Time was when business schools made the mistake of trying to turn out scholars in too short a space of time. The folly of that is now forcibly realized, and it is the practice to tell students and parents at the outset that spending a few extra months at school will not only increase the starting salary but decrease the time that must elapse before the big salaries can be reached."

Technical Business Letters

(The key to this plate will be given next month.)

Dear Sir,
 I have the honor to acknowledge the receipt of your letter of the 15th inst.
 in relation to the matter of the 1st inst. and in reply to inform you that
 the same has been forwarded to the proper authorities for their consideration.
 I am, Sir, very respectfully,
 Yours very truly,
 J. H. Smith

Dear Sir,
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Missouri Valley Commercial Teachers' Association, Omaha

November 29-30, 1912

THE Program Committee and the officers of the Missouri Valley Commercial Teachers' Association have left nothing undone toward making the coming meeting the greatest in the history of any association ever held in the West. This association, although the youngest in this country, has outstripped all others in numbers, in enthusiasm, in goodfellowship and general results.

The program, which is given herewith, will be found replete with good things. There are speakers of national renown, who came half-way cross the continent to be present. Then there are many bright, energetic, resourceful teachers, who have the latest and best to give all who attend. The Missouri Valley program is always "something different"—something that can be carried back to the schools and used for the uplifting of the profession. The social side will not be neglected. We will have a reception and banquet, and the Publicity Bureau of the Commercial Club will be in evidence in such a way that every teacher will realize that never before have we met in a city where the glad hand has been so numerous, where the city sends forth her business men to welcome every one and appreciate our presence.

After reading the program and deciding to attend, teachers will confer a great favor and assist those in charge in providing for their comfort if they will send a card to Mr. E. V. Parrish, Omaha Commercial Club, or Mr. L. C. Rusmiser, Prin. High School of Commerce, Omaha.

Program

Friday Morning

Music.

Address of Welcome, E. V. Parrish, Publicity Bureau, Omaha Com'l Club.

Response, Allen Moore, Chillicothe Normal, Chillicothe, Mo.

President's Address, C. T. Smith, K. C. Business College, Kansas City, Mo.

Fraudulent Letters, T. E. Musselman, Gem City B. C., Quincy, Illinois.

Spelling that Teaches, J. L. Brawford, High School of Commerce, Omaha, Nebr.

Rapid Calculation—An Art, J. H. Redmond, Central High School, St. Joseph, Mo.

First Steps in Typewriting, Ella McVey, Joplin Business College, Joplin, Mo.

Friday Afternoon

Music.

What the Business Men Demand, Ellis U. Graff, Sup't Public Instruction, Omaha.

Business Excursions, Omaha Industries: A Modern Bank, Shoe Factory, Smelter and Refinery, Stock Yards, Creamery, Garment Factory, Insurance Headquarters, Railway Headquarters, etc.

Friday Evening

Reception and banquet.

The Signs of the Times, A. N. Palmer, New York City.

Three-minute Hold-up,—Road Agents.

Saturday Morning

Music.

Disciplinary Value of Shorthand Study, Grace Borland, Westport High School, Kansas City, Mo.

Great Weaknesses of Shorthand Teachers, Alice B. Hoskin, High School of Commerce, Omaha, Nebr.

Little Things in the Development of the Stenographer, E. M. Douglas, Capital City Commercial College, Madison, Wisconsin.

Things I Have Learned, Dr. H. M. Rowe, Baltimore, Maryland.

Saturday Afternoon

Music.

Rapid Calculation Contest.

The Old and the New, Hon. James E. Dalzell, State Sup't Public Instruction, Lincoln, Nebraska.

What I May Do in Advanced Work, Aside from Merely Teaching Bookkeeping and Shorthand, Ira N. Crabb, High School, Denver, Colorado.

Some Phases of Discipline, Marie Freleigh, High School, Junction City, Kansas.

Election of Officers.

Selection of Place of Meeting.

Adjournment.

BE SELF-MADE

The way for a young man to rise is to improve himself every way he can, never suspecting that any one wishes to hinder him.—*Abraham Lincoln*.

The Roll of Honor—1911-1912

SEVEN hundred and thirteen clubs of more than five subscriptions each came in last year—with a grand total of 23,130 subscriptions! The number of individual subscriptions, too, was far ahead of any previous year.

We are proud of that record and the teachers who helped us produce such splendid results. It is the best record that has been made in the history of the magazine. The fifty thousand goal is not so far off after all! We are proud of it, too, because it means better shorthand, more expert writers, greater enthusiasm, happier teachers—and a bigger magazine.

A "Hundred Per Cent Club"

Mr. J. D. Henderson, principal of the Commercial department of the Tucumcari High School, Tucumcari, New Mexico, makes a suggestion in connection with the clubs that is so good that we want to put it into operation this year. His idea is to have a "100 Per Cent Club" made up of the teachers who enroll in their "clubs" every shorthand student in the school throughout the year! This will surely make an interesting list and will be the means of arousing a great deal of school spirit in the different schools. We hope that all teachers who are forming clubs will keep this in mind when making up their last lists of the year and to enter themselves for the "100 Per Cent Club."

In the October number we presented the names and photos of all who had sent in clubs of 100 or more. The following list contains the names of those who have sent in clubs numbering from 50 to 100—and it is a big list, too! Mr. John M. Hill of Hill's Business College, Oklahoma City, Okla., and the Philadelphia Business College (through Mr. Paisley and Mr. Price) are tied for first place with 98. Others who almost got into the Century Class are: Central Business College, Denver, Colo. (through Miss Bowman and Mr. Arnold); Miss Christina Bowles, of the Queen Ann High School, Seattle, Wash.; Mr. J. E. Armstrong, of the Academy of Idaho, Pocatello, Idaho; Miss Grace L. King, of the Wausau High School, Wau-

sau, Wis.; Mr. H. E. Barnes, Barnes Commercial School, Denver, Colo.

The Fifty to One Hundred Class

- 98 John M. Hill, Hill's Business College, Oklahoma City, Okla.
- 98 Philadelphia Business College, Philadelphia, Pa. (Through Mr. Paisley and Mr. Price.)
- 97 Central Business College, Denver, Colo. (Through Miss Bowman and Mr. Arnold.)
- 96 Christina Bowles, Queen Anne High School, Seattle, Wash.
- 92 J. E. Armstrong, The Academy of Idaho, Pocatello, Idaho.
- 92 Grace L. King, Wausau High School, Wausau, Wis.
- 91 Mr. H. E. Barnes, Barnes Commercial School, Denver, Colo.
- 87 J. Wyn Irwin, Gregg Shorthand Institute, Christchurch, New Zealand.
- 86 Jennie Patton, Peoria High School, Peoria, Ill.
- 84 Lora L. Bowman, Central Business College, Denver, Colo.
- 81 G. W. Beckler, Chillicothe Normal and Business College, Chillicothe, Mo.
- 81 D. C. Christeson, Massey Business College, Richmond, Va.
- 80 W. F. Cadwell, Brown's Business College, Rockford, Ill.
- 79 Emil H. Jensen, Utah Business College, Salt Lake City, Utah.
- 77 Freeman P. Taylor, Taylor School of Business, Philadelphia, Pa.
- 76 Mabel E. Angus, Utica School of Commerce, Utica, N. Y.
- 76 Susan Miller, Isaacs-Woodbury Business College, Los Angeles, Cal.
- 75 Myrtle McDaniel, Drake Business College, Newark, N. J.
- 74 Edith C. Crum, Brown's Business College, Terre Haute, Ind.
- 74 Hazel Worswick, Henager's Business College, Salt Lake City, Utah.
- 73 B. Hazel Crandall, Brockton Business School, Brockton, Mass.
- 73 A. J. Park, Woonsocket Commercial School, Woonsocket, R. I.
- 72 P. W. Errebo, Pittsburg Business College, Pittsburg, Kansas.
- 72 Henry B. Henkel, Springfield Business College, Springfield, Ill.
- 72 Miss A. H. Schuette, East Green Bay High School, Green Bay, Wis.
- 71 C. C. Carter, Joplin High School, Joplin, Mo.
- 71 Nettie M. Huff, Huff's School of Business Training, Kansas City, Mo.
- 71 Mary V. Love, Brown's Business College, Decatur, Ill.
- 71 H. M. Munford, Highland Park College, Des Moines, Iowa.

- 70 E. D. McIntosh, Lawrence Commercial School, Lawrence, Mass.
- 70 R. B. Millard, Little Falls Business College, Little Falls, Minn.
- 70 Eva M. Waggoner, Green Bay Business College, Green Bay, Wis.
- 69 O. W. Dickerson, Marinette Business College, Marinette, Wis.
- 69 Mrs. Mae Wilder, Wilder's Business College, Colorado Springs, Colo.
- 68 Beatrice F. Coxon, Childs' Business College, Providence, R. I.
- 68 Elliott's Business College, Burlington, Iowa.
- 68 Frances H. North, Butte High School, Butte, Mont.
- 67 Troy Business College, Troy, N. Y. (Through Miss Wells, Miss Callahan and Mr. Slade.)
- 65 W. P. McIntosh, Haverhill Business College, Haverhill, Mass.
- 65 F. R. Berriman, Union Business College, Elizabeth, N. J.
- 65 W. F. Rueggesser, Kalispell Business College, Kalispell, Mont.
- 64 A. A. Peterson, Wilson's Modern Business College, Seattle, Wash.
- 63 Grace M. Counihan, Rogers High School, Newport, R. I.
- 63 Josephine C. Daley, Bryant & Stratton Business College, Manchester, N. H.
- 63 Mary A. Hooper, Rider-Moore & Stewart School, Trenton, N. J.
- 61 Harry G. Martin, South High School, Minneapolis, Minn.
- 61 A. D. Mack, Lowell High School, Lowell, Mass.
- 60 S. M. Funk, Columbia College, Hagerstown, Md.
- 60 O. J. Morris, Oldham Hall, Singapore, S. S. Malaysia.
- 59 H. W. Darr, West High School, Minneapolis, Minn.
- 59 Anna Eisenberg, York Business College and Normal School, York, Nebr.
- 59 Carolyne Patchin, Acme Business College, Everett, Wash.
- 58 Wayne Canfield, High School, Wilkes-Barre, Pa.
- 58 L. A. Detring, Elliott's Business College, Burlington, Iowa.
- 58 Mrs. Daisy V. Lowry, The Portsmouth College of Business, Portsmouth, Ohio.
- 57 L. J. Egelston, Rutland Business College, Rutland, Vt.
- 57 Morton MacCormac, MacCormac School, Chicago, Ill.
- 56 George H. Baker, Fremont College, Fremont, Nebr.
- 56 J. H. Hardie, Greenville Business University, Greenville, Texas.
- 56 Rosetta Turner, Hoff Business College, Warren, Pa.
- 56 W. D. Wigent, Atchison Business College, Atchison, Kansas.
- 55 D. P. McDonald, Buffalo Business School, Buffalo, N. Y.
- 55 Katherine Thompson, Sherman's Business School, Mount Vernon, N. Y.
- 54 Gertrude M. Coman, Curtiss Business College, Minneapolis, Minn.
- 54 Jennie Connor, Holmes Business College, Portland, Ore.
- 54 East High School, Minneapolis, Minn. (Through Mr. Pennell and Miss Dana.)
- 54 Seattle Business College, Seattle, Wash. (Through Mrs. Raymond, Miss Beckman and Miss McComb.)
- 54 Vincennes Business College, Vincennes, Ind.
- 53 Fern Crum, Calumet High School, Calumet, Mich.
- 53 A. E. Day, Brantford Business College, Brantford, Ont., Can.
- 53 Fanny Pickles, International Business College, El Paso, Texas.
- 52 Jennie Cox, Brown's Business College, Centralia, Ill.
- 52 Allan E. Herrick, Manchester High School, Manchester, N. H.
- 51 Estella Arbogast, Actual Business College, Akron, Ohio.
- 51 Mary E. Cherry, Findlay Business College, Findlay, Ohio.
- 51 St. John's Preparatory College, Danvers, Mass. (Through Mr. Fish and Brother Bede.)
- 50 A. H. Barbour, Nashua Business College, Nashua, N. H.
- 50 W. E. Brown, Galt Business College, Galt, Ont., Can.
- 50 Cutler Business School, Dubuque, Iowa.
- 50 C. D. Dumbauld, Easton School of Business, Easton, Pa.
- 50 Ella G. Fraser, Flint Business College, Flint, Mich.
- 50 Gregg-Aurora Business College, Aurora, Ill. (Through Mr. B. Wood.)
- 50 D. C. Hilling, Lincoln Avenue High School, Peoria, Ill.
- 50 Mrs. A. J. Holden, Laurium Commercial School, Laurium, Mich.
- 50 Mrs. Loretta Mae Judd, Mrs. Judd's School of Shorthand, Zion City, Ill.
- 50 Mr. J. J. Krider, Canton-Actual Business College, Canton, Ohio.
- 50 E. M. Lamson, Lamson Business College, Phoenix, Ariz.
- 50 W. N. Price, Philadelphia Business College, Philadelphia, Pa.



School Managers' Meeting

It is announced that the next meeting of the National Private Commercial School Managers' Association will be held in Chicago December 11-14, at the La Salle Hotel. A large attendance is expected as "plans are on foot for the perfection of a larger and better organization and the accomplishment of many things that have heretofore simply been talked about."



Making Corrections on Bound Manuscript

IN correcting mistakes, or inserting words in pages which have been bound at the top, in backing sheets or folders, I have found the following method very effective: Insert a common sheet of paper into the machine, and place the bottom of the sheet to be corrected between the paper inserted and the platen, on the side next the writer, and then turn the platen backwards to the desired line, and make your correction.

This is especially handy in making corrections on legal papers, or any pamphlet bound at the top, as well as in typewriting dates, names, etc., on the front of stenographers' notebooks.—*Enoch Sturgeon, Nogales, Arizona.*

We Endorse This

My idea is to recommend to all subscribers of this magazine the book under title of "Use of the Margin," by Griggs. I received this little book free of charge with my last subscription to the *Gregg Writer* and am very much pleased with it. It has helped me along in many ways, for instance how to use our spare moments and not waste the precious time. It has even aided me in my school work, often thinking of the good thoughts it contains. I am sure it would help many other subscribers along if they only knew about this wonderful book.—*Pearl Childs, Milwaukee, Wisconsin.*

Removing Carbon Copies

When writing letters, especially letters of instruction in railroad work, where as many as a dozen carbon copies are made on onion-skin paper, it is sometimes necessary to remove the letter from the machine to write a telegram or mailgram. In tak-

ing these letters out, they become disarranged, so that when they are returned to the machine it will be almost impossible to get the letters properly aligned as they were at first. This may be overcome by putting a clip or two at the top of the letters before removing from machine, and then a clip or two at the bottom immediately on removal of the papers before they are disarranged. When putting the papers back, the top clips can be removed to allow the insertion and then the lower clips may be taken off. This takes only a few seconds and may result in saving writing the letter over.—*Wm. N. Kessel, Buffalo, N. Y.*

Correcting Stencils

My office work includes the making of stencils, which are generally wanted for immediate use. In such rush work, an error or two seems inevitable. Until lately, I used to correct these errors with varnish—an unsatisfactory method, as varnish takes so long to dry. At the present time, I light a candle, heat the blade of a knife in the flame and gather some of the melting wax upon the end of the blade. This is then applied to the error in just sufficient quantity and nicely smoothed off. An immediately available and just as good stencil is the result.—*M. Baroggio, Chicago, Ill.*

An Eraser Shield

Before starting my typewriting work, I take an ordinary sized piece of paper. In this I cut fifteen or twenty holes the size of a single letter. When I make a mistake, I place a hole over the character to be removed and then erase.

This device saves considerable time and helps in making clean, neat erasures.—*Wm. F. McPhail, Brookline, Mass.*

Limbering Up for Day's Work

After cleaning and oiling my typewriter in the morning, which is the first thing I do after reaching the office, I put a piece of paper into the machine and practice for about fifteen or twenty minutes. This loosens the muscles and puts strength into the fingers and makes them more sure of striking the right key when it comes to getting out the actual work of the day. The fingers, to a certain extent, become very nervous and flighty, and a little complicated exercise will soon take this out of them.—*Chloe Iness Hess, Benton, Ill.*

Carbons Affected by Heat

When a desk is placed next to a steam radiator or steam pipes, the carbons which are in use and usually kept on top of the desk, should be placed on the side farthest from the heat; this will prevent the edges curling, making it more difficult to handle the carbons, and also taking more time to smooth out the curled edges.—*Wm. N. Kessel, Buffalo, N. Y.*

An Indexing Idea

As the shorthand plates of the "Expert Shorthand Speed Course" appear in the *Gregg Writer* I look up the title in the index of my copy of the book and write, in red ink, after the title, the volume, number and page of the *Gregg Writer* in which the plate appears. If 14—1—60 was written after the title it would mean Volume 14, Number 1 and Page 60. Use a fine pen and keep the figures small. "Nuf sed."—*John A. Dawkins, Washington, D. C.*

Mental Typewriting

When not occupied with anything else, I used to place my fingers on a table or any available piece of furniture, and proceed to "typewrite" as though at a machine.

As practice during school hours was limited, this tended to give me assurance in fingering and was as beneficial as though I were at a machine.—*Helena White, Keene, N. H.*

Preparing Forms in Advance

A scheme I have found has helped me very much "to make good" in the three positions I have held in my four years as a stenographer, is to dig out the various reports made in almost any office, which have heretofore been made out with pen

and ink, and quietly work up a system whereby they can be made out on the machine. I have done this several times and have always found my employers were willing to accept my forms in the place of the old style.

I have also found it very helpful in trying to attain a faster speed to have some one read to me the same thing over several times, each time a little faster than before.—*W. L. Johnson, 413 Grant Building, Atlanta, Georgia.*

Using the Tabulator

For beginners the use of the tabulator can best be learned by setting the tabulating stops at 5 and each multiple thereof, and then writing some easy, familiar word, such as "the," "and," "for," "are," etc.—*Vivian Bivin, Phoenix, Ariz.*

Some Little Hints

Each day before beginning dictation, the stenographer should place the date in her shorthand notebook for purposes of reference. If she will place this date at the bottom of the page instead of at the top, she will find it more easily when going through the notebook searching for the notes of a particular date.

The best moistener for stamps and gummed edges is one that you can fix up easily. Take an ink-well without a cover, or an old ink or paste bottle will do, and fill it with water. Take a common little paste or mucilage brush. There you have it! You will find that by applying water to the gummed surfaces just as you would mucilage to other paper, that you can "lick" them faster than you can with any moistener on the market, except the patented automatic stampers and sealers.

When you are writing addresses on cards or envelopes with ink or doing other work that requires the constant use of a blotter, you will find this a convenience: Put a small 3 x 5 inch blotter flat against the under side of your wrist—blotting side out—and secure it there with a rubber band around your wrist. Then as you finish your writing, just move your wrist up and press down. Blotting will thus become automatic work. If it is a warm day and you are perspiring freely, the blotter will stick to your wrist without the use of the rubber band.—*P. O. Selby, Carthage, Mo.*

Plowing Around the Rock—I

(The key to this plate will be given next month.)

[illegible]

Plowing Around the Rock—II

(The key to this plate will be given next month.)

The following is a sample of the Gregg shorthand system, written in a cursive style. The text is a paragraph of English, transcribed into shorthand symbols. The symbols are a mix of letters and numbers, often with flourishes and loops, characteristic of the Gregg shorthand system. The text is arranged in approximately 15 lines, with some lines starting with a capital letter. The handwriting is fluid and connected, typical of the Gregg shorthand system.

VIGILANCE in watching opportunity, tact and daring in seizing upon opportunity; force and persistence in crowding opportunity to its utmost of possible achievement—these are the martial virtues which must command success.—*Austin Phelps.*

The Learner and His Problems

A Department of Hints and Helps for the Learner and Others. Conducted by John R. Gregg, 1123 Broadway, New York City, to whom all communications relating to this department should be addressed.

A Neglected Factor in Practice for Speed

A HIGH degree of skill in the use of shorthand comprises two elements—the ability to write rapidly and the ability to read rapidly what has been written.

We have known many stenographers who could write rapidly, but who read their notes so slowly, or with so many pauses, that their output of work in a day was comparatively small. Fluency and accuracy in reading is just as important as fluency and accuracy in writing—indeed, it is more important. Observation has convinced us that the latter point is not fully appreciated by many students.

The System Responsible!

Perhaps the system itself may be partly responsible for this condition. Its very legibility may be the reason why students do not practice reading—paradoxical as that statement may seem. It is so easy to read the notes that *practice* in reading is regarded as unnecessary—as something that will take care of itself. This is true to a large extent. Nevertheless the student should bear in mind that he is learning a method of representing the language that is entirely new to him, and that he can become acquainted with the *variations which the forms undergo under the stress of rapid execution* only by much practice in reading.

In studying the older systems a great deal of time and attention is devoted to reading and practice, because such practice is a recognized necessity. On account of the vowels being omitted in these systems in actual work, the student must be trained to recognize all the words for which a consonant skeleton may stand, as otherwise he will be unable to supply, even with the aid of the context, the prop-

er word—at all events, he will not be able to supply it without considerable cogitation. Take a simple illustration: If the consonant outline in the notes happens to be the characters for *dm*, he must be able to recall instantly that the form may represent, in practice, *dim, deem, doom, dome, dame, dime, dumb, Adam, odium, idiom*. Now it is obvious that if he is not to hesitate over the correct interpretation of the outline when he comes to it, he must have had considerable practice in reading, so that by the aid of the context he can instantly name the particular word required. Furthermore, the slightest variation in the outline may increase considerably the number of words for which it *might* possibly stand. Taking the illustration already mentioned: If the *d*—which is a shaded character in the older systems—should be written lightly, as often happens in rapid work, the outline will then appear as *tm*, representing *teem, time, tomb, Tom, atom, item*; while slight variations in length will yield *due, attempt, diameter*.

As these difficulties do not exist in Gregg Shorthand on account of the vowels being written in the outline in their natural order as they occur in the word, the student from the outset is able to read his notes with considerable fluency. Curiously enough, this is one of the greatest obstacles that confronts the conscientious teacher in his efforts to impress upon the students the importance of accuracy of form, to say nothing of the importance of practice in reading. Most of the dictation given is on familiar routine business letters, and after a little practice the student finds that he can read back his notes on that kind of matter with comparative ease, however recklessly they may have been written. This being the case, it is hard work to

convince him that it will be necessary for him to write more carefully on unfamiliar matter, or in doing the expert work that brings really high remuneration to the stenographer.

Accuracy of Execution Beneficial

We have never known a really expert writer of shorthand who did not devote a great deal of time to perfecting his style of writing and to reading and re-reading matter written and printed in shorthand. As someone has expressed it, the repeated copying of good shorthand notes tends to "fix" the hand so that the writing will stand a strain of rapid work. All shorthand writing departs more or less from mathematical accuracy in rapid work, but the writer who has trained his hand to accurate execution will find that his notes do not become wholly shattered in high speed writing, as is the case with those of the writer who has not had the proper practice in the early stages of the work.

Repetition Practice

Repetition in reading is quite as important as repetition in writing. The student should not be content to merely struggle through a page of notes—he should read a page over and over again until he can read it as fluently as ordinary print. The benefit of this practice is not alone in the increase in reading ability, because it actually *increases the speed of writing*. Reading the shorthand forms serves to impress them upon the mind, even more than writing them does. They are therefore recalled more promptly, which of course means that they are written with less hesitancy. An outline which gives the student trouble in reading becomes by that very fact firmly photographed on his brain thereafter. For this reason, it is important that in the beginning practice all reading should be from correctly written shorthand. The plates in this magazine furnish splendid material for both reading and writing practice.

Read Other People's Shorthand Notes

Some students and writers make the mistake of confining their reading practice entirely to their own notes. Unconsciously they are helped in reading by their memory of the dictated matter, and they do

not acquire the ability to read notes that are "cold," or that are unfamiliar to them. They miss, too, the benefit that comes from the conscious, and sometimes unconscious, assimilation of the good points in execution and in phrase-writing that comes from a study of the well-written shorthand notes of others.

Cultivate Self-Reliance in Reading

Some years ago a well-known teacher of shorthand, writing on this subject said:

A great amount of writing from dictation every day and continuously with no further thought but to write, and to write rapidly, is often mistaken for general improvement. I believe students in general would rather perform this one small task than any other connected with the course, and the task which seems the most difficult to perform, in the proper manner, is for the student to sit down quietly, and alone, and read over a long article which has just been written. Most students will shirk from this duty, even though they appear to realize its importance. To witness anything of the kind is quite unusual. Few students there are who have the grit to do it. The common way is for half a dozen or more to join forces and together hash over the pages, first one suggesting a word, and then another. This is a great mistake, and the more the student indulges in it the more certain he may be that he will fail to read his notes alone when he accepts a position. The reason for this is very plain: He has trained himself to be dependent.

This is true. Nine students out of ten would rather be dependent upon others to help them with reading than to devote a little earnest work each day to the cultivation of independent reading ability. It is a serious mistake to imagine that one can accustom himself to certain habits, and then, at will, discard them. It cannot be done. Mental habits especially are likely to cling tenaciously. It has been stated by one psychologist that a habit once formed can never be *entirely* broken. Certain it is that habits once formed are *sel-*
dom broken. Therefore, the student should be constantly on the alert to avoid habits that will adversely affect his chances for success.

Independent reading ability is absolutely indispensable now, as so much is expected of stenographers. It enables the operator to transcribe continuously—a gain in speed and accuracy that is so obvious it would seem that it need only be

brought to the attention of students to obtain their instant co-operation. But, unfortunately, many students are slow to appreciate the value of it. Business men, as a rule, take little note of the actual time consumed in giving dictation, but they are sure to keep account of the time expended by the operator in transcribing, especially if their correspondence is pressing.

They recognize that the real test of the stenographer is in the transcribing of the notes. The wise student will keep this fact well in mind all through his course in school, and act accordingly.

Some years ago we published a poem by Miss Laura Mae Whitrock, which was quoted considerably by shorthand magazines as indicative of a condition that exists in many shorthand class-rooms. Here it is:

Mary Jane Transcribes

The shorthand class sits in a row,
The teacher dictates a while;
Most of the pupils take it down
In free and flowing style.

The teacher remarks, "To read this back
On Mary Jane I'll call,
Please speak up very loud and clear:
Class, pay attention all!"

So Mary Jane starts out as fast
As a limited express:

"Dear Sir, we have your favor of—"
(The date she stops to guess)

"—November 1st," then John puts in.
Mary Jane repeats; (A pause).

"And reply immediately," Zoe adds,
To finish out the clause.

Then Henry reads, "We beg to state
That your note is overdue."

Then—"We cannot give more time on same,
Please call and pay," adds Sue.

"This—" Mary Jane comes to a stop
Till Fred chimes in, "delay
Has caused us much—much—much—"
"Annoyance," puts in May.

Then Sarah reads: "We must request
That you kindly let us know—"
(She hesitates.)—"What to expect
At once," continues Joe.

Then Jennie reads: "You have not shown
Proper consideration in this case;"

"Please let there be no further delay.
Yours truly," finishes Grace.

Somehow it sounds so odd to me
And yet the fact is plain,
The letter is quite complete yet—
Everybody

reads

but

Mary Jane!



Review Questions

(On the Last Six Lessons)

1. What seven or eight words may be indicated by the use of disjoined prefixes?

2. Write the shorthand outlines for the days and the months, and the eight points of the compass.

3. Explain an expedient for writing X, and name an important limitation to its use.

4. Explain the use of K for "can" at the beginning of words. Illustrate.

5. How is the plural of wordsigns and contracted words ending in S formed? Give five illustrations.

6. Distinguish between the joining of "ness" and the joining of N in words such as "loan" and "lowness." Give other examples.

7. Assign a reason for the placing of the Egraph affix above the outline. Illustrate.

8. Distinguish between: feelings, felicity; element, elemental; manager, majority; principles, personal; perfect, prefer.

9. Distinguish between: three, they, with, either; definite, define, difficult, different; care, quality, call, kind, carry; effect, effort; importance, improvement, imperfect, impersonal, improbable.

10. Give four principles governing phrasing. Illustrate fully what is meant by the intersecting principle. Give four examples.

11. Explain and write the following words: layout, Lehigh, Mahomet, pre-eminent, re-appoint, Hiawatha, Stewart.

12. What is meant by Analogical Abbreviation? Write the following: presume, father, injunction, desist, description, reflection, conflict, acquisition, complimentary, baggage, trustworthy, message, package, neither, insist, result, bondage, production, leisure, assure, inquire, other, retain, survey, inscription, substitute, cartage, courage.

13. How do we indicate the following: per cent, hundred, million, cents, dollars, lbs.? Illustrate.

14. State fully and illustrate the difference in the outlines for the following words: is, and, there, for, have, would, judge, which, it, shall, charge.

15. Write the following: prophetic, circumambulate, hydrology, felicity, animosity, paralytic, susceptibility, electroplate.

16. Explain the outlines for the following words: suburb, self-willed, over-awe, subway.

Postcarditis

In this department we will publish each month the names of the writers of Gregg Shorthand who desire to exchange postals "written in shorthand" with other writers of the system in any part of the world. Every applicant must be a subscriber to this magazine. Names are not repeated after first publication. The application for enrollment must be written in shorthand, with the name and address in longhand. Conducted by Merritt Brown, care of Gregg Writer, Chicago, Illinois, to whom all communications relating to this department should be addressed.

MR. A. G. MATTHEWS has asked us this month to call attention to an error in the address given for him in our July Directory, which has prevented his answering all of the cards sent him. Just the omission of the little word "West," but it made a great difference in delivery by the Minneapolis post-office! Messages for him should be directed in future to 914 W. Lake Street.

We have also been requested to apologize in behalf of Mr. Verne De Long for the seeming inattention to fifty or seventy-five cards he has recently received. Mr. De Long had the misfortune to be struck by an automobile, which badly injured his right arm, but as soon as it is again in commission his correspondents will hear from him. We trust that it will not be long before he has entirely recovered.

Among the new members listed below are three teachers, from as many countries, whom we are glad to welcome to the "friendly chain." Miss Aubry, who is connected with a girls' home at Ottawa, is especially interested in adapting Gregg Shorthand to the French language. Here is another correspondent for you language enthusiasts! Mr. Hausman's hobby is industries and manufactures of the United States, about which he would like to exchange notes either by scenic cards or letters. Mr. Hausman is one of the New York public school teachers. And from far overseas Miss Thomson sends in her application, from Adelaide, Australia, where she is teaching in Stott & Hoare's Business College. Her application came on one of those interesting Australian letter-cards, showing several scenes in Adelaide, in two of which the black swans, national birds of her country, figure prominently. We were interested in her information about the naming of that city. The card calls attention to the fact that the main street

is named King William street, after William the Fourth, while the city itself received the name of his consort, Queen Adelaide.

There are a goodly number of new members from across the water this month. Do not forget when writing them that your cards will require *two cents postage* instead of *one* (letters five cents) and that for every oversight on your part they must pay the penalty of *double* the amount of the shortage!

Railway Stenographers

W. C. Fink, 1714 Edgewater Place, Chicago, Ill.

J. M. Spalding, Room 11, Union Depot, Pueblo, Colo. (Prefers foreign cards.)

Real Estate and Insurance

J. E. Creager, 127 Harrison St., Council Bluffs, Iowa.

General

Bertha Kaler, 941 Chambers St. Phillipsburg, N. J.

Lillian Ludvigson, Acme Business College, Seattle, Wash. (Will answer all cards.)

James Mack, 1400 Broadway, Gary, Ind. (Prefers views of cities, but will answer all cards.)

Leo A. Mathews, 740 N. 81st St., Seattle, Wash. (Will exchange Alaskan views and cards from our own Northwest.)

Miss A. R. Aubry, 918 Church St., Ottawa, Ont., Canada.

A. Barrell, District High School, Christchurch, West New Zealand.

H. L. Batten, 1149 College St., Bowling Green, Ky.

Florence Bergholm, 108 Barnett St., N. S., Pittsburgh, Pa. (Will answer all cards.)

H. B. Boggs, United States Army, Letterman General Hospital, San Francisco, Cal.

Catherine Bradley, Tinwald, Ashburton, New Zealand.

Marvin Breuer, Richmond, Mo.

Rosa Brown, 5 N. W. Belt, Ashburton, New Zealand.

Robert E. Calvin, Box 1177, Tacoma, Wash. (Desires to receive cards showing Municipal Buildings.)

H. Chapman, 11 Rapley St., Hempstead, Ashburton, New Zealand.

Helen M. Colgan, 309 Johnson St., Peoria, Ill.

Chancel Cooper, 41 East St., Ashburton, New Zealand.

Alta Culbertson, 801 E. Holt St., Ottumwa, Iowa.

H. Davidson, 7 Manning St., Lower Riccarton, Christchurch, New Zealand.

Ruth Edmund, 730 Fellows Ave., Ottumwa, Iowa. (Wishes to receive views of high schools.)

J. W. Ferman, Donnybrook, N. Dak.

Aileen Flanagan, Drain Road, Doyleston, Canterbury, New Zealand.

J. J. Freymann, Gonzaga University, Spokane, Wash.

Edna Fritts, Glen Gardner, N. J. (Will answer all cards.)

Donald Galloway, R. F. D. No. 2, Olathe, Colo.

Bertha Harnack, 137 Broad St., San Francisco, Cal.

Florence Hardy, 43 Wakanui Road, Ashburton, New Zealand.

Charles J. Hausman, 135 Thames St., Brooklyn, N. Y.

Tasman V. H. Homan, Lennox St., Mosman, Sydney, N. S. W., Australia.

George Theo. Lam, Java-China-Japan Line, Hongkong, China.

Emilie Marie Lankow, 419 Ninth Ave., Astoria, Long Island. (Cards or letters.)

Floyd Reeve, 2913 Emmaus Ave., Zion City,

Ill. (Desires to hear from every writer of Gregg Shorthand and receive views of their home cities.)

Anna Larson, 919 Carroll St., Ottumwa, Iowa. (Would like to receive cards showing high school buildings.)

H. Lindsay, Box 52, Greymouth, New Zealand.

Marie Miller, General Delivery, South Bend, Ind.

Gladys McEwen, care Collins & Co., Ashburton, New Zealand.

Alex McKenzie, Willow St., Trevorton, Ashburton, New Zealand.

John H. Olsen, 330 East 35th St., New York City.

Lillian G. Phillips, Carp St., Bega, N. S. W., Australia.

May Sisam, Whakatane, Rotorua, New Zealand.

Thomas R. A. Smith, Huntley Postoffice, Waikato, New Zealand.

Harry Stone, Whakanui Road, Ashburton, New Zealand.

Elsie Thompson, Peter St., Ashburton, New Zealand.

Florimel A. Thomson, care Scott & Hoare's Business College, Grenfell St., Adelaide, South Australia.

Oliver D. Weiser, R. F. D. No. 2, Wrightsville, Pa. (Will answer all cards.)

Miss F. A. Williams, District High School, Christchurch West, New Zealand.

Irene Wylie, 396 Selwyn St., Christchurch, New Zealand.



The Gregg Teachers' Contest at the Spokane Convention

Some Entertaining Comments by a Pitmanic Observer

AS we were unable to be present at the Spokane convention, we have had to depend on others for impressions of the proceedings. Many of the letters received contain expressions of hearty appreciation of the admirable program of the shorthand section,—the chief credit for which is generally given to Mr. W. E. Ingersoll—and of the interest and value of the contest for the Gregg Teachers' Medals.

One of the letters about the contest is from a well-known and very able exponent of the Pitman system, and it is so fair-minded, so keen in its criticisms, so witty, and withal so instructive, that we are going to publish a liberal excerpt from it. For obvious reasons we have omitted the names of the teachers mentioned as taking part in the contest.

It occurs to me that congratulations are due you from me for providing one of the most

meritorious and entertaining features of the Spokane convention. I refer to the Teachers' Contest at the Gregg Association meeting. I greatly enjoyed it, even though, not being of the elect—a Greggite—I sat in the back row, mentally if not physically right near the exit for unbidden and possibly unwelcome guests!

And from that "back row" let me in the spirit of friendly interest boldly suggest that, unless you fear others may steal your thunder, it might be of advantage to have even Pitmanic writers invited to witness the contests, and possibly also Cross Eclectic—suffice it for the purpose of this letter I was there anyway, by my nerve. And, to be even more bold, let me further suggest (since advice is free, and the cheapest thing a critic has to offer) that despite rankly heretical procedure, it might be wise to have as one of the judges at such contests a person like myself who knows no more about the technicalities of Gregg Shorthand than is good for his peace of mind as a Pitmanic adherent! Perhaps Gregg teachers might feel that a person of just plain, every day, common garden, horse sense would give a square deal without respect to the local or national renown of individual Gregg teachers.

I freely, perhaps presumptuously, express these thoughts because I admire the scheme of the contests, and realize their educational value, and their value in shorthand sportsmanship. Then again I realize you are the arbiter as to the practicability of the suggestions, and it is immaterial to me whether they are adopted or not.

Pursuing that train of thought, however, since you were not on the ground, even on a "back seat," let me indicate how the contestants sized up to me. I did not preserve ratings, even in my mind, but at the end of the contests I found myself in doubt, and still experience it, as to whether I should give..... first place, or

.....'s strength as a teacher, his experience, his presence, his dignified bearing, his self-command, his adult appeal impressed me. But his method was somewhat by rote, whereas had nothing by rote, was individual yet inclusive in her teaching, expressed her own individuality, and gained united and individual confidence as distinct from the dispassionate respect manfully evoked. To my way of thinking, too, had the easiest lesson to teach. Opinions, I found later, differed on that, but, all the same, although not now a shorthand instructor, my secret thought (not to be told in Gath) is that I should greatly enjoy it if I had the opportunity to expound the first lesson in Pitman shorthand, whereas I should expound any of the later lessons in pretty much the spirit in which I write this letter: On my nerve! Then, too, I became acquainted with on the trip and not at all with any other of the contestants, so that like the dangerous jurymen in a close case in court, I should "lean backwards" and discount my doubt in favor of

..... taught by rote a great deal more than, but his style was good, and I mentally awarded him points for cleverly demonstrating in the penmanship instruction that the device on the Gregg button exemplified the cardinal principles of Gregg Shorthand penmanship. displayed great ability, and scored almost as heavily in my mind as did by tactfully demonstrating her method of womanly, discreet and efficient discipline by rebuking a student who impolitely snapped his fingers to attract the teacher's attention when he wished to ask a question. But lost ground with me because her voice did not carry, and from my back seat in the amen corner my attention was diverted from her as an instructor to Miss, the woman, by reason of the picture or some other kind of hat she wore, and the chataleine or some other kind of a bag which dangled from her arm as she demonstrated her lesson. Of course, those were my frivolous thoughts, but mercy me, or mercy Miss, I might be just as frivolous minded as a really truly judge or student as I am as a self-appointed make-believe one. The mere man of me is still puzzling out that hat and bag—oh, pshaw, what do I care about either one of them. Miss

....., let me not forget, was teaching Gregg Shorthand to a make-believe real class, and forgot about her hat and bag, but my chance of learning that lesson in a really-truly school would be discounted, I am positively ashamed to admit, by that wonderful hat and that tantalizing bag, and my difficulty to hear what she said. Of course, under practical conditions, my frivolity should not benefit

And so I have not plumbed my mind to decide whether I should give first place to or, second place to or, and third place to or or—well, that is the difficulty all judges face, whether of Gregg Shorthand instruction, or horse racing, or what not.

We feel sure that every teacher—including those who took part in the contest—will be interested in the comments of this able and impartial observer. His views are well worthy of earnest consideration, and suggest some ways in which future contests may be made still more valuable.



From Appreciative Friends

I have kept up on all the improvements in the system as published in the magazine and would not be without it, as I frequently get sufficient help from one number to more than repay me for a year's subscription, or more.—*E. G. Hoff, Santa Ana, Cal.*

* * *

I consider the magazine indispensable to every writer of Gregg Shorthand, and would not be without it. Nothing served so well to keep up interest during the months of studying shorthand as the *Gregg Writer*, and it now serves the same purpose when the schooling is done. And continued interest means continued study, I am sure.—*Charles F. Kiefer, Sharon, Pa.*

* * *

I was a subscriber to the *Gregg Writer* three years ago, but my subscription ran out and I failed to renew. I was more than surprised at the size and progress of the magazine when the first number under my new subscription came, and I was glad to note the progress of the writers of the Gregg system whose names became familiar to me when I first subscribed to the magazine some three years ago.—*Olga Hartman, Olympia, Wash.*

Extract From Governor Wilson's Speech of Acceptance

(For key, see O. G. A. Department, September number.)

The first of the great principles of the Republic is the right of the people to elect their representatives to Congress. This principle is the foundation of our government, and it is the duty of every citizen to exercise this right. The second principle is the right of the people to elect their representatives to the State Legislatures. This principle is also the foundation of our government, and it is the duty of every citizen to exercise this right. The third principle is the right of the people to elect their representatives to the local governments. This principle is also the foundation of our government, and it is the duty of every citizen to exercise this right.

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THE "Order of Gregg Artists"

is a clan composed of artistic writers of the system, which has for its object the development of artistry in writing. This department is the official spokesman of the clan. Conducted by Alice L. Rinne, O. G. A., 32 S. Wabash Avenue, Chicago, to whom all communications relating to this department should be addressed.



AS many of our "artist" friends predicted, when sending in their specimens for examination, the "Order of Gregg Artists" is proving popular—far more so than we had expected, as it is our experience that time is required for the growth of a new idea.

What has been most gratifying to us is the very high average of excellence shown in the specimens sent in by the candidates for admission to the Order. The list of those to whom certificates have been awarded is a long one, considering that the idea is new, but we wish to state emphatically that all those who secured certificates have merited them. The papers have been examined with the greatest possible care, as we intend that this certificate shall be a "mark of high degree." The purpose of the plan would be rendered futile if the certificate did not give assurance that the holder of it had attained a high standard of excellence in writing.

It seems to the editor of this department that it would be a matter of considerable pleasure for any writer of the system to possess the handsome certificate of membership in the O. G. A., certifying to his ability as a writer of an artistic style of shorthand, and attested by the signature of the author of the system.

To those whose specimens on the first test did not warrant the granting of the certificate, we are writing personal letters with suggestions for the improvement of their style, based on the notes received from them.

Now, a word about the tests in general. As soon as the September number had had time to reach subscribers, the tests began to pour in—hundreds of them of all sizes and written in all colors of ink—blue, green, purple, black and red! One applicant went so far as to send in her whole

notebook! But now that all know that it is our intention to publish the best plates from time to time, and that they must be written in black ink and the size must conform to that of the plates published in the magazine, there will be no more variety in that direction! Some tests were sent to us without the necessary fee of twenty-five cents, which was specified at the head of the department. Some applicants asked for an "immediate acknowledgment" of their papers and wanted to know "as soon as possible" what the committee thought of their notes! Some said, "I could have undoubtedly written better notes had I had the time, or had I 'taken' the time." What a thing to write us when the artistic qualities of the shorthand submitted are the points given first attention by the committee!

Some ask us to make allowances for the short time they have been studying shorthand. This we have done, for in most cases of this kind the notes, while not particularly facile, showed great possibilities and it is our belief that such writers should be encouraged now before they develop habits of slovenly writing which would later preclude all chance of their being awarded a certificate, after having written with no incentive to good notes. But bear in mind that we are more than glad to help you whenever you need us, so write us for advice on any points which bother you. But don't ask us for replies "by return mail," or for our opinion of your notes before we have had time to go over them and be sure to sign your name just as you wish it to appear on the certificate. The test given in one magazine is good until the fifteenth of the month following publication. This ought to give plenty of time to even our most distant subscribers. Please remember: we welcome questions,

advice, suggestions, complaints—everything!

As a point of interest in connection with the department, we are presenting herewith a reproduction of the certificate. Because of its size, we were obliged to reduce it. The actual measurements are $6\frac{1}{2}$ by $3\frac{3}{4}$ inches. It is printed in two colors—

black and red—and on Antiquarian Cover Cardboard, which combine to make it very attractive.

The plate of shorthand for Governor Wilson's speech of acceptance is presented on page 144. If you have kept a copy of the notes you sent us, you will have no trouble in checking up your errors.

Certificate of Membership



The
Order of Gregg Artists
is a club composed of
the artistic writers of
Gregg Shorthand, and
has for its object the
development of artistry
in writing.



Paul G. Duncan
having passed the required test, and having
received the recommendation of the Committee
of Examiners, is granted this Certificate of
Membership in the Order of Gregg Artists.

John B. Gregg
Author of Gregg Shorthand.
Alice L. Quinn
Chief Examiner

First List of Members of O. G. A.

The list of those who have been awarded the certificate on the September test follows:

J. W. Atchison, Chicago, Ill.
Mary M. Bedger, Mansfield, Ohio.
Joseph A. Bowers, Pittsburgh, Pa.
Gertrude Coman, Minneapolis, Minn.
B. Hazel Crandall, Brockton, Mass.
Leroy S. Crane, Bismarck, N. Dak.
S. Pauline Denton, Plainfield, N. J.
Kitty Dixon, Chicago, Ill.
Paul G. Duncan, Quincy, Ill.
Myra B. Dungan, Chariton, Iowa.
C. C. Ebbert, La Salle, Ill.
Edith Giffin, Sarnia, Ont., Can.
Mae J. Gillette, Winsted, Conn.
Moxie Grable, Live Oak, Fla.
Waino Wm. Granlund, Flint, Mich.
Geo. A. Grojean, Massillon, Ohio.
William M. Haremski, La Salle, Ill.
Frank C. Hemphill, Montrose, Colo.
Ida L. Hodges, Massillon, Ohio.
B. J. Houlihan, Norwich, Conn.
H. A. Hagar, Chicago, Ill.
Alice M. Hunter, Chicago, Ill.
Joseph Jakeman, Liverpool, England.
Frieda M. Kakuschke, Mason City, Iowa.
Joseph R. Kastler, Raton, New Mexico.
Ida C. Klein, Alameda, Cal.

Abram M. Kulp, Hatfield, Pa.
A. A. Lang, Keokuk, Iowa.
Maude Lantz, Galesburg, Ill.
J. J. Lavery, Pittsburg, Kansas.
Nina Leonard, Philadelphia, Pa.
W. W. Lewis, Quincy, Ill.
Edmund F. MacGillivray, Kenora, Ont., Can.
Richard Martin, Woodstock, Ore.
A. B. Mawle, Jacksonville, Fla.
Catherine McCarthy, Taunton, Mass.
S. R. McClure, Rector, Ark.
Frank C. McCollister, Haverhill, Mass.
E. A. McMahon, Toronto, Canada.
Ella McVey, Joplin, Mo.
Louis Naetzker, Dunkirk, N. Y.
Annette M. Page, Lincoln, Nebr.
Hermann F. Post, Shoshone, Idaho.
Alice Price, Highwood, N. J.
Angie L. Pulsifer, Bath, Maine.
A. Walter Ramus, London, England.
Fay Rude, Carthage, Mo.
Peter P. Sadlock, Garfield, N. J.
Fernand E. Schmitt, Brooklyn, N. Y.
Earl B. Shields, Des Moines, Iowa.
H. N. Shropshire, Chester, Pa.
Grace E. Smith, Aberdeen, Wash.
Axel L. Steinson, Marinette, Wis.
Ethel Clare Sitton, East Rockford, Ill.
Gladys Stilgenbauer, Massillon, Ohio.
Nellie M. Swatsler, Franklin, Pa.
E. R. Thoma, Olympia, Wash.

Marshall M. Thomas, Schenectady, N. Y.
 Blanche M. Thompson, Laconia, N. H.
 P. R. Van Frank, Jr., Little Rock, Ark.
 Burton E. Vergowe, Chicago, Ill.
 Bro. John L. Voelker, Dayton, Ohio.
 Vela Walker, Richmond, Va.
 Immogene Warren, Bellingham, Wash.
 E. H. Weaver, Blackfoot, Idaho.
 Harry Wellington, Chicago, Ill.
 Parker T. Weymouth, Portland, Maine.
 W. D. Wigent, Chicago, Ill.
 George H. Zimpfer, Milwaukee, Wis.

As the test in the September number, we gave an extract from the speech of acceptance of Governor Wilson, last month we gave an extract from Col. Roosevelt's speech, and now we give an extract from that of Mr. Taft.

Extract From President Taft's Speech of Acceptance

The normal and logical question which ought to be asked and answered in determining whether an administration should be continued in power is, How has the Government been administered? Has it been economical and efficient? Has it aided or obstructed business prosperity? Has it made for progress in bettering the condition of the people and especially the wage earner? Ought its general policies to approve themselves to the people?

During this administration we have given special attention to the machinery of government with a view to increasing its efficiency and reducing its cost. For twenty years there has been a continuous expansion in every direction of the governmental functions and a necessary increase in the civil and military servants by which these functions are performed. The expenditures of the Government have normally increased from year to year on an average of nearly four per cent. There never has been a systematic investigation and reorganization of this governmental structure with a view to eliminating duplications, to uniting bureaus where union is possible and more effective, and to making the whole organization more compact and its parts more closely co-ordinated. As a beginning, we examined closely the estimates. These, unless watched, grow from year to year under the natural tendency of the bureau chiefs. The first estimates which were presented to us we cut some \$50,000,000, and this policy we have maintained through the administration and have prevented the normal annual increase in Government expenditures, so the result is that the deficit of \$58,735,000, which we found on the 1st of July, 1909, was changed on the 1st of July, 1910, by increase of the revenues under the Payne law, including the corporation tax, to a surplus of \$15,806,000; on July 1, 1911, to a surplus of \$47,234,000, and on July 1, 1912, to a surplus of \$36,336,000. The expenditures for 1909 were \$662,324,000; for 1910, \$659,705,000; for 1911, \$654,138,000; and for 1912, \$654,804,000. These figures of surplus and expenditure do not include any

receipts or expenditures on account of the Panama Canal.

I secured an appropriation for the appointment of an Economy and Efficiency Commission, consisting of the ablest experts in the country, and they have been working for two years on the question of how the Government departments may be reorganized and what changes can be made with a view to giving it greater effectiveness for governmental purposes on the one hand and securing this at considerably less cost on the other. I have transmitted to Congress from time to time the recommendations of this commission, and while they cannot all be adopted at one session, and while their recommendations have not been rounded and complete because of the necessity for taking greater time, I think that the Democratic Appropriation Committee of the House has become convinced that we are on the right road and that substantial reform may be effected through the adoption of most of the plans recommended by this commission.

For the benefit of our own people and of the world, we have carried on the work of the Panama Canal so that we can now look forward with confidence to its completion within eighteen months. The work has been a remarkable one, and has involved the expenditure of \$30,000,000 to \$40,000,000 annually for a series of years, and yet it has been attended with no scandal and with a development of such engineering and medical skill and ingenuity as to command the admiration of the world and to bring the highest credit to our Corps of Army Engineers and our Army Medical Corps.



The value of shorthand as a useful accomplishment was given great publicity through Governor Wilson's use of it in making memoranda and in preparing his speeches. And the selection by Governor Wilson of a Gregg writer for the extremely responsible work of reporting his campaign speeches was one of the most significant endorsements ever given a system of shorthand, coming as it did from one who has written the old system for forty years.

* * *

The Omaha *Bee* of September 25 reports the organization of the "Stenographers' Efficiency Club" with the following officers: President, Guy Barnes; Vice-president, Katharine Dougan; Secretary, W. C. Oelkers; Treasurer, D. T. Eastman; Librarian, Cora L. Wilterding.

The shorthand club idea is spreading, and we are glad to see the *efficiency* idea emphasized in the title of this new organization. We wish it all possible success.

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Shorthand as a Lever to Advancement

THE value of shorthand as a stepping-stone to success is once more illustrated in the presidential campaign, more emphatically perhaps than in any previous campaign.

Great publicity has been given to the fact that Governor Wilson employs shorthand constantly in making memoranda of matters he wants preserved and in preparing his campaign addresses. Governor Wilson's feat is all the more remarkable because the style of shorthand he uses does not lend itself readily to such work, for the reason that it requires so much conscious effort to attend to the details of writing that perfect freedom of thought is impossible. Several years ago one of the shorthand magazines conducted a symposium on this very subject of "composition in shorthand," and it was generally agreed among the authors consulted that the act of writing the style of shorthand then in vogue precluded the possibility of clear and forceful literary production on account of its intricacy. The fact that Governor Wilson is able to do this is an impressive illustration of the extraordinary quality of his mental make-up. With the more mod-

ern systems, however, which are so simple that they involve no more mental strain than that imposed in writing ordinary longhand, composition in shorthand is not at all remarkable.

Governor Wilson has stated that he has written shorthand for forty years and found it extremely helpful in his literary and public work. His most noted literary production, the "History of the American People," was written entirely in shorthand before it was dictated to a stenographer.

It will be remembered that Governor Wilson vigorously opposed the candidacy of ex-Senator Smith for the Senate, and that he just as earnestly supported Mr. William Hughes, who probably will be elected. Mr. Hughes really began his work toward this important post as a stenographer. The New York newspapers have devoted whole pages to telling the interesting career of Mr. Hughes. Mr. Hughes, it seems, was born in Ireland, came to the United States as a boy, worked in a silk mill, and then "took up stenography and typewriting, studying at night school. At the age of twenty-one he was able to quit the silk mill and come to New

York as stenographer for the American Grocery Company. Another year saw him back at Paterson, working in the law office of William Rysdyke and reading law on the side."

The rest of the article is but a repetition of the old story of how a young man with the right sort of ambition and with a definite goal before him toward the attainment of which he directs all his energies, will finally reach it.

Some of the early experiences of Mr. Hughes, as told by a friend and reproduced from the New York *Evening Post*, in a full page article which appeared in the New York *Sunday Times*, are as follows:

He got to be a weaver ultimately, but it did not satisfy him. He saw, I guess, that such work did not promise much for the future. So he began to study shorthand. That meant hard work, for he had need for all the money he could earn and just a little more; and the little more he had to make by extra labor. But once he started in with the shorthand he kept it up regardless, although he had to cut his sleep sometimes in order to find time for night school.

He was just of age—just twenty-one—when he had progressed sufficiently in stenography and typewriting to earn his living through that, and his first position was in New York City, where he worked for the New York Grocery Company.

Another writer of shorthand well known to most of our readers, who is a candidate for office in this campaign, is Mr. Woodbridge N. Ferris, president of the well-known Ferris Institute, Big Rapids, Mich. Mr. Ferris is the Democratic nominee for governor of Michigan, which has been a rock-ribbed Republican state since the Civil War. Mr. Ferris's strength and personal popularity in the state were shown the last time he was a candidate for this office, when he ran over 100,000 ahead of his ticket, and his friends are hoping that he may succeed this year.

Other prominent schoolmen and writers of shorthand are candidates for Congress. One of these is Mr. John E. Gill, of the Rider-Moore & Stewart School, Trenton, who is a candidate for Congress on the Progressive ticket.

The *Gregg Writer* recently gave an account of a large number of prominent public and business men who had started on

the road to fame and fortune through the great advantages that shorthand gave them, and these men now becoming prominent in politics, simply further clinches the conviction that shorthand is one of the most powerful factors in bringing a young man into the positions which open the opportunity for the full development of his powers.

The fact that Governor Wilson is a practical user of shorthand, which was brought out in connection with the story of the wonderful work that Miss Tarr did in reporting his speech of acceptance, has drawn shorthand more into the limelight and interested more people in it and its advantages than perhaps any other thing that has occurred in recent history. Publicity is a great stimulator.



Too Late!

LAST month we gave a summary of the leading recommendations of the committee which was appointed by the National Shorthand Reporters' Association to investigate the various styles of Pitmanic shorthand with a view to standardization. After exhaustive investigation, the committee condemned the methods employed in the Isaac Pitman style for the representations of the letters W, Y and H. Naturally this has been the cause of great jubilation on the part of the *Phonographic Magazine* (the organ of the Benn Pitman style) and the *Student's Journal* (the organ of the Graham style). But it is amusing to see how each of these publications construes the recommendations of the committee as an endorsement of the particular style of shorthand used by it. The *Phonographic Magazine* says:

Notwithstanding the fact that two of the most active and influential members of the committee (Robert S. Taylor, the chairman, and Thomas Bengough, the Canadian member) are reporters of the Isaac Pitman school, the committee unanimously reported in favor of the Benn Pitman representation of *w*, *y* and *h*, and for the Benn Pitman arrangement of the *l* and *r* hooks, as against the Munson-Isaac Pitman arrangement on these points.

After reading this one would be inclined to say that the Benn Pitman is the "real thing" in Pitmanic shorthand. This first

impression, however, is modified considerably on reading the presentment of the matter in the *Student's Journal*, which says:

The third recommendation proves the use made by the Isaac Pitman, Penn Pitman, and Munson systems of the large initial hook for W to be inferior to the Graham use of this material.

Likewise the fourth recommendation recognizes the inferiority of the Isaac Pitman, the Benn Pitman, the Munson, the Osgoodby, and the so-called Barnes treatment of the large final hooks; and the superiority of the Graham method.

The sixth recommendation is the most sweeping of all. It advises the discontinuance of the whole Isaac Pitman treatment of words containing W or Y, and such of the Benn Pitman treatment of these same words as varies from the Graham method. The publishers of the Benn Pitman system did not go far enough two years ago, when they modified their method of representing W and adopted only in part that of the Graham.

Never before in the history of shorthand has any system received such a splendid endorsement as is thus given to Graham's Standard Phonography by these findings of the Standardization Committee.

Pitman's Journal (organ of the Isaac Pitman style) has not one word about the report of the standardization committee although the report and the discussion of it occupied two entire sessions of the convention. But that was to be expected, because the standardization committee delivered a terrific blow to the Isaac Pitman style in condemning its methods of representing W, Y and H.

But what does it all amount to anyway? Assuming that the standardization of the various Pitmanic styles was within the realms of possibility—which is an extraordinarily sanguine assumption—it would come too late to be of any avail. While the Pitmanic reporters and publishers are squabbling over the representation of W, Y and H, over the best ways of using large and small hooks—and a hundred other "points of minor, though great importance," as the *Phonographic Magazine* puts it—the army of shorthand progress marches on from victory to victory.

There is a veritable revolution in shorthand going on that is doing more toward standardization of shorthand in one year than could be accomplished by standardization committees in a generation. More

than one-half the schools teaching shorthand in America are now teaching non-Pitmanic shorthand, most of these schools having discarded the Pitmanic style.

The truth is that the mass of reporters using the old-time systems most in vogue when they learned shorthand have no conception of what is going on in the shorthand world. But the teachers of shorthand and the managers of schools do know, and they realize that by the time the labors of the standardization committee have been completed its final report will sound as though it related to the standardization of the construction of stage coaches. And this is said with all due respect to the eminent reporters who constitute the standardization committee.



Spanish Shorthand

A FEW days ago we had a call from Senor Benjamin Sanchez de Fagle, who informed us that he was formerly chief reporter in the Chamber of Deputies, Mexico City, Mexico. Senor de Fagle said that some years ago he wrote the Marti system of Spanish shorthand, but had adopted Gregg-Pani and used it successfully in his reporting work. He was extremely enthusiastic about the superiority of the Gregg system over all other systems for the Spanish language.

In conversation he stated that three of his former students in Gregg Shorthand—Sr. Romero Vincente (chief of stenographic corps), Sr. Miguel Camerena and Sr. Joaquin Valadez—are now official reporters of the Mexican Chamber of Deputies.

Since his visit to us, Sr. de Fagle has sent us a clipping from a Mexican newspaper showing that Gregg-Pani shorthand is the adopted system in the Mexican National School of Commerce, Mexico City.

Gregg-Pani shorthand has been adopted in the public schools of Porto Rico, which are conducted under the direction of the United States Government, which orders the text-books. We are constantly receiving reports of the good work that is being done by Spanish stenographers who acquired their knowledge of the system in the Porto Rico schools.

And now comes a letter from Sr. F. G. Yaniz, Apartado 1109, Mexico City, in which he says: "Will you kindly ask all Gregg writers in this Republic, through the columns of your magazine, to communicate with me with a view to forming a local Shorthand Club for the interchange of ideas and suggestions."

There are a great many writers of the system in Mexico, and we sincerely hope that all of them will communicate with Sr. Yaniz.

We have not heard from, or of, our good friend Sr. Pani for several years, and if this meets his eye, we hope he will communicate with us.



In Appreciation

OUR teacher friends are responding promptly and loyally to our appeal to them to support the magazine. Last September our records of subscriptions received in that month showed an increase of 601 over September 1910. This year September shows an increase of 2747 subscriptions over September 1911.

These figures are indicative of many things: The appreciation of the many improvements in the magazine, the increase in the number of students and writers of the system, and their loyalty to the cause.

It is a source of great pleasure to us to look over the list of clubs and note the familiar names of old-time supporters and to become acquainted with the names of many new friends. It makes us feel that the loving thought and labor we put into this magazine is appreciated, and that the teachers realize how helpful the magazine is to those who are studying shorthand, as well as to those who are out in the business world.

We hope to see the name of *every* teacher on the list of clubs before the end of the year.



Brevities

We should like to have the names and addresses of teachers who can teach shorthand in both English and Spanish.

In sending a club of subscriptions to the magazine, Mr. W. E. Weafer, principal of the commercial department of the Central High School, Buffalo, says: "There are about five hundred students studying Gregg in the evening school of the Central High School."



The *Stenographer* is to be congratulated on having secured the services of Mr. J. N. Kimball, as editor of one of the departments—"The Stenographer and Typist." Anything Mr. Kimball may write is always full of wit and wisdom—a rare combination.



In sending us a club of subscriptions containing the names of all the students in his shorthand class, our good friend, Mr. J. D. Henderson, High School, Tucumcari, N. Mex., says:

I think you should start a "Hundred Per Cent Roll of Honor," for the benefit of those schools which have only a few students, but which are so loyal as to send in the name of every student enrolled.

That is an excellent idea and will be adopted. We ask that our teacher friends who have sent in the subscription of every student in their classes will note the fact on their club list so that full credit may be given.



In view of recent events, how long will some schools continue to impose on young people "the complexities, perplexities and eccentricities" of the zig-zag, disjoined-vowel, shaded and position-writing system published nearly a century ago?



Many of the newspapers in mentioning the fact that Governor Wilson has a knowledge of shorthand refer to him as a "stenographer." It seems to us that a distinction should be made between one who makes use of shorthand as an accomplishment—or a time- and effort-saving instrument—and one who uses it as a means of livelihood. Our own practice has been to speak of one who uses the art in the former sense as "a writer of shorthand," as distinguished from "a shorthand writer" or "stenographer," one who uses it as a business.

"In a recent examination held for stenographers for state positions in New York," says the *Washington Post* of August 31, "of the 1,000 who were examined 748 passed, the highest on the list was Miss Marion Roselbrook, a Gregg writer, whose average was 93.85 per cent. Miss Roselbrook is now employed by the State Education Department at Albany." She is a graduate of the Utica School of Commerce, Utica, N. Y.

* * *

Mr. Geo. H. Zimpfer, who is now principal of the shorthand department of the Cream City Business College, Milwaukee, Wis., in sending his first club of subscriptions, says:

The following is a notice which I have placed on the blackboard of my department:

"September is the beginning of the Gregg Writer year. Therefore subscribe now in order to get that number. Late subscribers will not receive it, consequently their volumes will not be complete. Subscriptions sent in every Friday."

Mr. Zimpfer's predecessor at the Cream City Business College, Mr. Rowland (who is now principal of the commercial department of the West Allis High School), had the honor of heading the Roll of Honor for last year, and evidently Mr. Zimpfer means to maintain the record of the school.

* * *

We announced in the August number that "next month we hope to devote two or three pages to items about teachers and schools." Little did we take into account what an undertaking we had unwittingly assumed! Lack of space crowded out any items that properly should have gone into the September number. We had to announce in the September number that for the same reason the list would again have to be omitted. Now it comes to November—and we couldn't begin to publish a tenth part of the items sent us. They would fill all the pages of the magazine, including the advertising pages—and we know our readers would feel lonesome without the advertising pages!

There are to-day several thousand teachers of Gregg Shorthand in the country. Knowing that a good percentage of teachers do make changes in location from year to year, it does not take much of a mathe-

matician to see that out of so many thousands only a small percentage changing positions would make a formidable list of notes. As it is impossible to make even a selection and do justice to all, we have decided to omit the notes altogether.

* * *

Mr. W. L. James, in the report of the shorthand speed contest appearing in the October issue of the *Shorthand Writer*, pays a very nice tribute to Mr. Swem. He says:

The third man in the contest is, in many respects, the most remarkable shorthand writer that ever lived. His name is Charles L. Swem, a writer of the Gregg system of shorthand.

This is a gracious acknowledgment and is appreciated. Of course Mr. James attributes the wonderful records made by Mr. Swem entirely to the ability of Mr. Swem and not to the system he writes. That was to be expected. We have also a very high opinion of Mr. Swem as a writer, and—quite incidentally,—of the system he writes. There are other writers of that system following close on the heels of Mr. Swem, but whether or not they will catch up with him remains to be seen. Mr. Swem does not intend that they shall!

Mr. James says:

He (Swem) writes a system of shorthand that is taught in many hundreds of schools and which has been taught to hundreds of thousands, if not millions, of people.

Not millions, Mr. James,—not yet. The title page of the Manual has always had on it "A light-line phonography for the million"—and it is coming true. It has not quite reached that point; but it will before long.

* * *

The Teachers' Certificate has recently been awarded to the following-named candidates:

Sadie Howe Pickard, Haverhill, Mass.; Mrs. Mayme Marr, Iola, Kansas; Gilbert E. Martien, Portland, Oregon; Kathryn Hart, Cedar Rapids, Iowa; Edna M. Bantz, Cedar Rapids, Iowa; W. Ray Beard, Cedar Rapids, Iowa; John L. Bouchal, Lincoln, Nebr.; Flaina Patterson, Arkadelphia, Ark.; Pearl Agnes Ritchie, Rockford, Ill.; Elizabeth Noonan, Vancouver, B. C., Can.

Typewriting and Office Training

A Clearing-house of ideas for Typists and Office Workers. Conducted by
Rupert P. SoRelle, 1123 Broadway, New York, to whom
all communications relating to this department
should be addressed.

Talks on Office Training

The Third Step—The Composition of Business Letters

THE mechanical production of business letters is about as far as the average stenographer gets. Not that there is not the opportunity to go farther—but simply because there is a lack of ambition and initiative. In other words, the average stenographer fails to appreciate the opportunities that are open to him to advance in his profession.

The ability to write a good business letter is one of the most valuable qualifications the stenographer can possess. It opens the door to immediate advancement in nearly every business office. There is hardly a business man who, if he finds he can depend on his stenographer to write many of his letters from a few notes, but will avail himself of this added service power of his stenographer. He will at first turn over to the stenographer only the unimportant routine letters, it is true, but the way in which these are handled will give him a line on just what his stenographer is capable of and furnish a basis for future promotion. Good correspondents are rare, and business men are constantly on the lookout for those who can really write letters that produce results. These are for the most part recruited from the stenographic ranks. The stenographer has a rare chance to learn the art of writing good business letters. In the first place, the men who dictate the letters in any firm are generally men who *know the business*. If they are in the sales department they know salesmanship, and the arguments for and against their products; if they are in the credit department, they know how to adjust claims; if they are in the advertising department they are fertile with ideas—and so on.

Ideas are what is needed in writing about any subject. It is the contact with the actual business processes these men get that develops ideas—makes them see things from different angles and in new lights, thus sharpening their powers of discrimination and judgment.

"How can I put myself in line for promotion from stenographer to correspondent?" you will naturally ask. The answer to that is quite simple. First, you must be able to do the work for which you are employed with a very high degree of efficiency. That in itself will give you distinction and draw the attention of your employer to your superiority. He will naturally think: "Here is a young woman of intelligence. If she is capable of doing such excellent mechanical work, is she not able to do something that is constructive?" Nothing is more natural than that he should trust you with writing some letters on your own initiative. If you succeed, you will find plenty of this work given to you, and the scope of your service will be enlarged from time to time as you are able to discharge the new duties imposed upon you.

Second, you must possess the ability to write letters *intelligently*. If you have this ability, the work will naturally drift your way. You will not have to hunt for it—your employer will discover it. Talent is never buried in business. The premium on it is too high. This article and the next two or three to follow are designed to give you some of the essential points in writing. They can do no more than open up the subject in a way that will set you to thinking for yourself. The rest you must acquire from practice.

Ideas the Basis

Ideas are the basis of all letter writing. You may know—as technical subjects—grammar and rhetoric and spelling, and have at your command Shakespeare's vocabulary, but without *ideas* these would be about as useful to you as a "steam yacht in the middle of Sahara." It is almost axiomatic—although not wholly so—to say that language itself does not develop ideas, but ideas develop language. It is true that each word in language does in a way represent an idea, but to know these things as isolated facts does not help much to originate ideas. The language we use is simply a vehicle of thought—it enables us to express ourselves clearly in proportion to the knowledge we have of the various words in the language.

How Ideas are Developed

Ideas are the basis in writing letters, as has been said, and it is the lack of ideas that makes it impossible for young people generally to write intelligently on business topics. If we know something about a thing it is not generally hard to express it, although it must be said that there is usually plenty of room for development along that line also. If you witness an incident of some kind that makes a deep impression upon your mind, you can usually tell about it graphically. Writing good business letters is not so much a matter of language as many suppose it to be. It is simply that ideas are lacking.

How can ideas be developed? First—as you engaged in business and commercial lines—by knowing the fundamental mechanical processes of business. And there is not a one of these that is not open to study by any student who wishes to study them. A knowledge of these, if you will study causes and effects, will be sure to develop ideas along business lines. It will bring the whole scope of business processes into your view. And it is not enough that you know these things simply superficially. Your knowledge must go down deeper than that.

It is necessary, for example, to be acquainted with all the processes in transportation, in banking, know something of commercial papers of various kinds, about collections, about the express business,

about remittances, and so on—the things that are common to nearly every kind of business you can mention. When your dictator says something about "draft bill of lading," for example, those words ought to convey to your mind the whole transaction; if he mentions "transportation charges paid," that should convey to your mind an exact and definite thing; if he says the stocks are "at par," that also should have a clear meaning—and so on. These are only examples of expressions used in business every day that the average stenographer knows only superficially. He knows the words, perhaps, but he does not know their import—nor their importance. That is why so many foolish mistakes are to be found in the average stenographer's work. And that is also why the average stenographer's salary is only "average."

While, of course, it will be almost impossible for the stenographer to get an actual *working knowledge* of all the mechanical processes of business until he is located in business—unless he is fortunate enough to be in a school where office training is taught as a regular part of the stenographer's work—still he can get a knowledge of these things that will be of inestimable value to him by simply reading about them and studying them as thoroughly as he can in that way. He can in this way at least learn the "theory," and when the actual application is necessary he will not be entirely ignorant of how it is done. In the next number of these articles a bibliography of the books on these subjects that will be useful to the student will be presented. Many of these books can be obtained in the public libraries.

About the Actual Composition of Letters

Business letters are written primarily to sell something, to tell something, and to ask information about something. They are to convey a message of some kind. The more we know about the thing we are selling, or about the thing we are telling something of, or how to get information about a thing we want, the better letter we will be able to write. That is, we will be possessed of the idea. How to express this idea the most convincingly, to tell about the thing most clearly, or to ask definitely

for information desired, will depend entirely on the words we use and the way we weave them together. And this is our "style" in writing, plus the idea to start with.

Style in writing is a very elusive thing and is one of the most difficult things to define because it is peculiar to each individual. No two people will tell a thing in exactly the same way. Since it is something that cannot very well be dissected, it is plain that no inflexible rules for acquiring it may be laid down, nor would this be desirable even if possible. There are almost as many styles as there are persons to write. But one thing about "style" that every writer of business letters ought to have in mind is *originality*.

The letter, or any other piece of composition for that matter, that stands out above its fellows is the one that reflects the originality and personality of the writer. Originality in a letter is the quality that gives to it its character, its naturalness, its vividness, its life. If all letters were patterned after the same model they would possess a deadly monotony. But a study of the work of the best writers—in both business and in ordinary literature—discloses certain characteristics that we may appropriate and make use of to our advantage in writing business letters. These will be discussed in detail in the next of these articles.

(To be continued)

Model Letter Contest

Many of the readers of this department have asked for another "artistic letter contest." This seems to be an appropriate time for such a contest. Below we give the awards for three letters, to be submitted by each contestant, which are to be written with a view to conciseness, artistry, etc.

First: A copy of "The Gregg Reporter."

Second: A copy of "Hints and Helps for the Shorthand Student."

Third: A copy of "The Legend of Sleepy Hollow."

For the next ten best transcripts copies of "Practical Drills in Shorthand Penmanship."

All letters must reach the department by the 20th of December so that announcement may be made in the January number.

Every Letter in Alphabet

A *Boston Globe* correspondent gives the following sentences, each of which contains all the letters of the alphabet:

The quick brown fox jumps over the lazy dog.

Pack my box with five dozen liquor jugs.

John quickly extemporized five town bags.

Frowzy quacks vex, jump and blight.

Quack! glad zephyrs, wave my javelin box.

An Early Impression of the Typewriter

ELBERT HUBBARD, in a recent number of the *New York American*, in writing about the "miraculous movies" and in explaining why the moving picture has such a strong hold upon young people, has this to say of his early impressions of the typewriter:

I can remember when the Remington Typewriter was exhibited at Philadelphia at the Centennial Exhibition. Operators were desired, and an advertisement was placed in the Philadelphia papers for men or women to run these machines. A postscript was added to the advertisement thus: "Only those who can play the piano need apply."

It was supposed that the degree of digital skill acquired in playing a piano was requisite in running a typewriter.

Also, I remember one worthy teacher of Spencerian penmanship who offered to race the typewriter in writing out five thousand words. A match was fixed. The day was set. The Spencerian pen-pusher won the prize, the lady at the typewriter having had a case of nerves in mid-flight.

We all said that the typewriter was a very wonderful plaything, and the way the operator would print your name out on a slip and hand it to you made us think we had achieved fame. We folded up the precious slip and carried it away to show to the folks at home, proving to them Brother Jasper's dictum that "The world do move."

The universal use of the typewriter today shows how widely prophecy and actual experience diverge, even when the man

who makes the prophecy is a man of imagination, as Hubbard undoubtedly is.

The typewriter found its place in the work of the world and increased the amount of written communications a thousand fold. Eighty-six languages can now be written by its aid, and wherever business is transacted the typewriter will be found. And yet, with this universal use of the typewriter there are more pens and pencils sold to-day than ever before in the world's history. All of which shows that as the intelligence of the people grows the uses of the utilities of civilization increase correspondingly.

Let Beginners Practice on This

The *Boston Globe* suggests that beginners on the typewriter can find nothing better to write for practice purposes than verse 21, chapter 7, of the Book of Ezra, which reads as follows:

And I, even I, Artaxerxes the king, do make a decree to all the treasurers which are beyond the river, that whatsoever Ezra the priest, the scribe of the law of the God of heaven, shall require of you, it be done speedily.

This verse contains every one of the letters of the alphabet excepting "J."—*Remington Notes*.



An Original "Secret Code"

Om s trvrmy Htrhh Etoyrt . O mpyovrf yjr p;f dsuomh.
 #Ppptyimoyu lmpvld niy pmvr/# O jrstf om s hppf ;rvyitr
 s djpty yo,r sgyrtstf yjsy yjod od pmr pg yjr ,pdy rttmpripd
 smf jst,gi; dysyr,rmyd rbrrt ,sfr/ Smf yjod dytivl jp,r eoyj
 ,re yjsy Ppptyimoyu fprd mpy lmpvl niy pmvr . yjsy oy lmpvld
 vpmymis;;u. smf yjsy og er gso; yp htadg pmr pppptyimoyu. er
 djpi;f mpy doy fpem smf yjoml yjsy yjrtr od mp ,ptr vjsmvr gpt
 id. niy djpi;f nr strgstf ejrm yjr mrey pppptyimoyu vp,rd/
 tr,r,nrt. Ppptyimoyu od s;esud lmpvlomh/

Curiosity is a trait that most of us possess in a more or less marked degree. Anything that has the air of mystery about it makes an instant appeal. And curiosity is a valuable trait, too, if directed along the right path. It leads us to investigate, and investigation often results in valuable knowledge—but not always.

The mysterious aspect of the above illustration has perhaps already set you to wondering. It is not the result of a self-taught beginner's first trial at touch type-writing. Neither is it one of the silly be-

ginning typewriting "exercises" that are to be found in some of the new typewriting manuals. It is a "cipher code" devised by Louis W. Waldorf, of Western, Nebraska. It will be interesting to find out what the message is.

For the three best solutions sent in before the 20th of January, the editor of this department will present copies of "The Great Stone Face," by Nathaniel Hawthorne, beautifully written in short-hand.

The key and the names of the winners will be given in the February number.

Q's and A's

Conducted by Alice M. Hunter, 32 South Wabash Avenue, Chicago, to whom all communications relating to this department should be addressed. Answers to the questions in this issue must be in our hands by December 15, and will be published in the January number.

An award of 50c is given each month for the best answer received on each question. Twenty-five cents each for all other contributions published.

The Relative Importance of Shorthand and Typewriting

1. A high school student asks us which is the more important subject, shorthand or typewriting. Will some one answer this from the standpoint of a practical stenographer?

From the response this question has evoked, there are evidently among our readers many with decided though diverse opinions on this subject. We are fortunate in being able to present several phases of the question and to show the viewpoint of contributors whose experience has been gained under widely different circumstances.

Miss Lura D. Wooster, Waterbury, Conn., is a practical stenographer to whom skill in typewriting has proved of paramount importance. She says:

Speaking of my own experience, which covers a period of over four years, speed in touch typewriting has been invaluable to me. I have been employed chiefly by men who dictated slowly—the work being of such nature as to necessitate absolute accuracy of detail—but who wished the finished work as soon as possible after the dictation was completed, often, indeed, waiting while it was being written.

Another argument for the importance of typewriting is brought forth by Mr. Ray C. Grubke, Vallejo, Cal.

In measuring the relative importance of the two subjects, the results obtained by the working stenographer are the best guide and absolute proficiency in typewriting seems to be by far the more important.

In the office the typewritten page is the work by which an employer judges his stenographer's proficiency. A stenographer may have trouble in reading his notes and may not be able to take rapid dictation, but if he can turn out his work rapidly and accurately the employer is usually well satisfied. Very few persons dictate letters at more than eighty words a minute on the average and a stenographer has no trouble in getting the dictation, but all employers expect their work returned to them promptly and they expect, too, a satisfactory transcript.

Again, probably more than half the work of many an office consists in copying and tabulating. Perfection in typewriting is the key to a stenographer's success—as a stenographer.

Mr. Myers P. Rasmussen, North Troy, N. Y., another working stenographer, also speaks of a large amount of typewritten work which is done in the average up-to-date business office and the necessity of skill in typing.

From the teacher's viewpoint, Mr. Arthur G. Skeeles, Ellwood City High School, Ellwood City, Pa., writes as follows:

Neither subject is of so little importance that you can afford to slight it in order to strengthen yourself on the other. If you are weak on either subject, you are pretty sure to think it the more important when you secure a position.

It is true, however, that deficiencies in shorthand are more easily covered up. To the man who dictates only seventy-five words a minute, the stenographer who can write two hundred words a minute may seem no better than the one who can write only one hundred; but he can appreciate the saving when the typist who writes seventy-five words a minute brings him his letters in one-third the time it takes the one who writes only twenty-five words a minute. Also, if the stenographer writes the wrong outline for a word, but is able to read it, his employer may never discover the error; but he will instantly detect a misspelled word, or slovenly work on the machine.

All this on the side of typewriting! But those who would give shorthand first place are by no means wanting. Mr. C. V. Crumley, Bentel Business College, Tacoma, Wash., makes the point, and it is one well to emphasize, that although it is the transcript that is the measure of success, yet it is on the skill in writing shorthand that the perfection of this transcript depends. How true this is the shorthand speed contests conclusively prove!

The real truth of the matter, however,

is brought out by nearly every contributor. Shorthand and typewriting are twin arts and neither the student nor the working stenographer can afford to neglect specializing on either at the expense of the other. The gist of the matter is well epitomized by Mr. M. N. Bunker, of Halford, Kansas: "If you don't 'peg away' at both of them with equal tenacity, the one neglected will have its revenge when you get your first job."

Interesting and well-written contributions were also received from Mr. B. S. Barrett, Brooklyn, N. Y.; Mr. H. E. Kemp, Decatur High School, Decatur, Ill.; Mr. A. B. Mattox, Cincinnati, Ohio, and Mr. A. M. Kulp, Hatfield, Pa.



The One-Armed Stenographer

2. Is it possible for a person who has lost one arm to learn shorthand and typewriting and fill a stenographer's position with any degree of satisfaction?

That a person who has been deprived of the use of one arm is seriously handicapped is true without doubt, and yet our readers have convinced us that such a misfortune is not an insurmountable barrier to success in shorthand writing. At least two living examples have been brought up to prove that there are to-day successful stenographers who have worked against these heavy odds and have come out on top.

Mrs. M. Eleanor Wishart, New Orleans, La., writes of one such instance:

Any one watching Mr. Henry Roemer, Jr., employed by the Louisiana National Life Assurance Society of this city, would no longer doubt the possibility of a one-armed person becoming a satisfactory stenographer. Mr. Roemer has only his left arm, the right having been amputated at the shoulder when he was about fourteen years of age. He has held his present position satisfactorily for more than six years and previously was employed in one of the railroad offices here. During the two years that I worked in the same office with him, I never ceased to wonder at the many things he accomplished in the face of such a handicap. The shorthand part of it was not so wonderful, but his manipulation of the typewriter was, indeed, remarkable. He used a Remington machine and worked the shift key with his foot by means of a long string. Of course, his speed was not so great as that of a two-handed typist should be, but it was greater than

actually is the case with many who call themselves typists.

Another case is cited by Mr. F. J. Williams, principal of the shorthand department of the Knoxville Business College, Knoxville, Tenn.:

About two years ago I had a young man in my department who had been right-handed and had lost his right arm a short time before. He could do but very little writing with his left hand, but practiced shorthand and typewriting faithfully, and after about seven months he was able to take a stenographic position with one of the oldest firms in the city. His shorthand was not very artistic, but he had no trouble in reading it. He used the Smith Premier typewriter and turned out beautiful work. He has been in his present position for something over eighteen months, and has made quite a success of his work.

Other readers bring out the fact that while the loss of one arm will unquestionably place obstacles in the path of a shorthand writer or a typist, it will in no degree affect his chances for promotion to other positions in the firm in which the writer is employed—positions requiring less of manual dexterity, but more of executive ability and consequently carrying with them a larger salary. In fact, as Mr. Crumley suggests, any one who can succeed under these unfavorable conditions must possess more than ordinary ability, and real ability thus demonstrated is certain of recognition.

Mr. Myers P. Rasmussen, North Troy, N. Y.; Mr. H. E. Kemp, Decatur, Ill.; Mr. A. M. Kulp, Hatfield, Pa.; Mr. A. B. Mattox, Cincinnati, Ohio, and Mr. B. S. Barrett, Brooklyn, N. Y., also submitted contributions worthy of special mention.



Time-Saving Methods of Transcription

3. Will teachers and working stenographers suggest points which in their opinion would be helpful in instructing a beginning dictation class as to how to do transcribing in a systematic and time-saving manner?

Miss Mabel E. Angus, Utica School of Commerce, Utica, N. Y., from her own teaching experience outlines a plan of beginning in the theory work to lay the foundation for time-saving transcription:

Too much stress can not be placed upon good shorthand penmanship and a thorough knowledge of theory in order to transcribe systematically and save time. A student will not

become discouraged if he is able to read everything he writes; but let him struggle along in an endeavor to transcribe faulty notes and within a very short time he will say "I can't," and just as soon as that becomes fixed in his mind, he is a failure.

Insist upon good notes from the beginning—if he fails to improve, keep him on the lesson until he makes an effort—he won't be long in waking up to the fact that only his best work will be accepted.

I form a beginning dictation class after the examination on the seventh to the twelfth lessons has been taken. This affords an excellent review on the first twelve lessons, and, being well spiced with *Gregg Writer* plates and black-board readings, it is also very interesting. I teach them how to go from one outline to the next without hesitating by dictating a simple sentence composed of four or five words, and then asking them to write those words while I count 1—2—3—4—5—the last count being used for the period; for example, "Dan may take him." Words and phrases are dictated in like manner.

By the time the student has finished the manual, he is prepared to enter the "C" class and take dictation in a systematic way; he knows how to think rapidly and he is capable of making legible outlines. This gives him confidence in his ability to read and his progress is more rapid than if he had not been taught these little time-saving movements earlier in the term. We have one forty-minute period a day for these drills, therefore progress in the text-book is not delayed and our review becomes a pleasure instead of a task.

Mr. Arthur G. Skeeles, Ellwood City High School, Ellwood City, Pa., writes of his method of working his beginning dictation class up to the point where they can rapidly transcribe business letters in conformity with the rules of artistic work. This method is undoubtedly founded on sound pedagogical principles, and our only regret is that Mr. Skeeles has not outlined his plan more fully:

A beginning dictation class should transcribe only a short section each day; and this at first should be in the form of a short paragraph, rather than a business letter. Most of their typewriting practice should be copying from print, and this should be continued until they can write steadily while watching the copy. The correct forms for business letters should be learned in this way, by copying from printed models. Then, when the students can copy readily from their shorthand notes, and have learned the form for business letters, they should begin transcribing business letters from dictation.

From the standpoint of an experienced stenographer, Mr. A. B. Mattox, Cincin-

nati, Ohio, has some practical and pertinent suggestions:

The first thing is to select a suitable notebook, and I have found nothing as good as a loose-leaf, stiff-back book. The pages lie flat and smooth while taking dictation, and the back can be adjusted at any desired angle on the desk while transcribing. The beginners should be urged to keep their eyes on the copy, which will insure a steady and ever-increasing speed on the machine. As each page of shorthand is transcribed it should be checked off in some manner, and it is well to secure the pages that have been written by a rubber band or clamp of some kind. Then, if the book is closed for any reason before the transcribing is completed, it can be opened at once in the correct place. It sometimes happens in an office that the dictator will request a certain letter written immediately after dictation, which letter may be in the middle of the dictation. After this is written and checked off, the stenographer will want to begin with the first letter again and go straight ahead.

Two readers speak up emphatically against the advice which is sometimes given to students to read through, punctuate and correct their shorthand work before beginning to transcribe. Mr. H. E. Kemp, Decatur High School, Decatur, Ill., writes:

The practice of reading through the shorthand notes of a letter or article before starting to transcribe it is a pernicious and wasteful one. Some stenographers will read clear through, even going as far as to insert the punctuation, before beginning the transcription. Others will read through part of the notes. All this weakens the self-confidence of the stenographer, and it is bound to bring evil results. About the only time when such a thing is excusable is when a stenographer has taken dictation at an exceptionally high rate of speed, or when he has taken dictation from some person other than the one he is accustomed to; and even then only in rare cases would it be excusable. You cannot avoid a disease or effects of a bad habit by simply yielding to its effects. Get at the root of the trouble. Get rid of the disease. Simply make up your mind that you will transcribe, or teach your students to transcribe just as fast and no faster than the notes can be read so as to make the desired sense. In a short time spelling, punctuation and paragraphing become so reflex and automatic that you will wonder how you ever had the patience to keep on the other way so long.

Mr. Ray C. Gruhlke, Vallejo, Cal., along this same line, says:

Many teachers recommend that the stenographer read and punctuate his notes before starting to typewrite the dictation. I believe this is a mistake and often causes confusion. I find that the more one ponders over an illegible

note the harder it is to read it. Almost any note written under stress and taken by itself is difficult to read. I believe that confidence in one's notes is the greatest asset and I find the faster I typewrite my dictation the less trouble I have to read it.

It has also been recommended that the stenographer go over his notes before transcribing, making corrections in the outline of the notes, etc. I believe this is a mistake in a commercial office as the notes should be left as the stenographer took them in dictation. In school I think the best plan would be to typewrite the dictation first and then re-write this in shorthand and compare it with the original notes.

Our good friends, Mr. C. V. Crumley and Mr. B. S. Barrett, have practical suggestions on this subject which we regret we are unable to print in full.



An Unabridged Dictionary as a Textbook

4. Would it be worth while to go systematically through an unabridged dictionary, noting the meaning, pronunciation, spelling and etymology of each word and writing the shorthand outline?

A number of strong protests against the plan this question outlines have reached us. One of the most vigorous of these comes from Mr. Clyde Blanchard, principal of the commercial department, Ottumwa High School, Ottumwa, Iowa:

Any one who is willing to undertake the job suggested in this question is a Greggite proud to know. Such enthusiasm and energy shows the "right attitude" mentioned in the department "For the Student" of the September issue.

The method of acquiring a broad vocabulary—a requisite for us all—is indirectly answered in the introduction to *Expert Shorthand Speed Course* where Mr. SoRelle says: "Selecting the matter for dictation was one of the most important and difficult of the problems presented. Three objects were kept steadily in view. First, the matter must be of interest; second, it must be on a wide variety of topics; third, it must provide constant practice in constructing new word forms."

Although speaking of the material used in training our winners in the 1910 speed contest, the author is also giving advice suitable to all who are trying to become proficient stenographers. Granting that if this advice be carried out, we shall all become proficient, we can easily see that the dictionary will not conform to the three objects mentioned.

In the first place, there can be no dictation, for we have to go slowly to note meaning, pronunciation, etc. Second, instead of being interesting, it is exhausting. Third, while providing constant practice in constructing new

forms, yet there is not the necessary practice in writing these word forms in phrases or sentences. Last, the reading back of our notes is simply a test of whether or not we can mark the vowels correctly. There is no context to allow us to use the short cuts so necessary to our speed, and later we should have to modify many outlines when applying them to practical tests.

Another, and no less vigorous veto, comes from Mr. Arthur G. Skeeles:

No! An unabridged dictionary contains over 400,000 words. If you should "note the meaning, pronunciation, spelling and etymology, and write the shorthand outline" of 1,000 words every day—say fifty pages—it would take more than a year to complete the book, making no allowance for Sundays and holidays. And suppose you should do this, how long would it be before you had forgotten the "meaning, pronunciation," etc., of *abactor*, which you will find on the first page?

No one can learn to use a number of words, or to write them in shorthand, by simply "noting" them in a dictionary. They must be used, and written, and read. Therefore, a much better plan for the use of the dictionary would be to look up all the words in common use. A dictionary study of every word in a business letter, including even "a" and "the," would be both interesting and profitable; and it should be the rule of every person who aims to be well-informed to consult the dictionary for the meaning, pronunciation, spelling, etymology and use of all new and unfamiliar words. The stenographer should also practice the shorthand outline, especially if it is a word occurring in his line of work.

Mr. Crumley is a little more tolerant of the idea, but suggests as a substitute one which will in his opinion insure the benefits without incurring the penalties of the other plan:

While the plan suggested would perhaps be all right if a student has the time and inclination, a much better way is to take a smaller dictionary, or even better, a modern spelling book, in which is given the words, with their spelling, pronunciation, definition and use. A book of this kind is preferable, as it gives the commonly used and more practical words, while if a large dictionary is used, too large a field must be covered. An excellent book for this purpose is "Words," issued by the Gregg Publishing Company of Chicago, as it gives not only words in common use, but phrases as well. If a student will thoroughly and systematically study the words in this book, and supplement this study by writing the shorthand outlines for the words along the margin, he should become a master of orthography.

Mr. A. B. Mattox is also opposed to this suggestion, but would substitute the reading of good literature, using the dictionary

as a reference book only as a means to increase the vocabulary and add to the store of knowledge. His plans for shorthand practice are also worthy of consideration:

A modern complete dictionary contains more than 400,000 words, while the best writers and speakers use only about 10,000. Any one who attempted the feat in question would find himself burdened with thousands of words that would never be of any practical benefit to him.

A better way to increase one's vocabulary is to spend as much time as possible in reading a good class of books, magazines and daily papers, and to refer to the dictionary when in doubt as to the meaning, etc., of any word. If you desire shorthand practice at the same time, get some one to dictate the same class of matter to you, with some simple business letters now and then. The *Gregg Shorthand Dictionary* would, in my opinion, be of more assistance along this line. You would then be learning only such words as you are likely to use, and at the same time there would be no doubt as to the proper shorthand outline for the word.

A thought worthy of consideration from the standpoint of self-education as based on the teachings of modern psychology is this: That the plan proposed would, to the average individual, be impossible of execution. The picture which comes to our mind is of an ambitious young person evidently deprived of the advantages of a directed education. The importance of a large vocabulary has evidently been brought home and the only plan of acquiring it which suggests itself is the one outlined in this question. You can imagine the high hopes with which this young person begins on the day's allotments of "a's" and the discouragement which will probably come before the second page is finished. In the end the plan must inevitably be abandoned and the abandonment of this purpose means, and this is the serious side of the question, the lowering of ideals for self-improvement. If the psychology of habit teaches us anything, it is this—the seriousness of abandoning a good purpose once formed. We sincerely hope that our ambitious young friend will use for his plan of study this winter one of the other suggestions outlined by our readers.

Mr. N. M. Bunker, Mr. B. S. Barrett, Mr. H. E. Kemp, are other contributors. These contributions show the appreciation of the unabridged dictionary as a reference book, but to deprecate its use as a text.

At What Age Can Shorthand Be Most Easily Learned?

5. Do mature students make as rapid progress in the study of shorthand as immature ones? To which class does speed come the more readily? Which can do the more efficient work when once the subject is thoroughly mastered? Please discuss fully.

The age at which the principles of shorthand may be most easily acquired in the opinion of the majority of our readers is from fifteen to twenty years. There seems to be a unanimous agreement that students between these ages acquire a knowledge of the principles more easily than do older students. No mention has been made by any of our contributors of experience with students under fifteen, and this is a phase of the question in which we are especially interested. Considerable emphasis is laid on the fact that ultimately more efficient work is turned out by older students and those who bring to their shorthand study a wealth of previous experience and knowledge. That this is true cannot be denied, but how much of this previously acquired knowledge is of actual value to the shorthand writer? What of the plan of beginning at a much earlier age to train young people to write shorthand, supplementing this training by work which will emphasize the points of real bearing on the work of the expert shorthand writer? Why not give young people shorthand training at such an age that this will be of value to them in connection with their other studies? Why not train boys and girls so that the embryo professional men and women may have a mastery of this knowledge at the time they need it—to facilitate the study of their profession? Common it is to meet a teacher, doctor, lawyer, or minister of the gospel who recognizes his need of shorthand and bewails the difficulties which beset his path as a student of the subject, his lack of time and the inflexibility of his mental processes. Mr. G. W. Brown in the Gregg Shorthand Association Convention in 1911 spoke most convincingly of the ease with which young boys and girls take up the study of foreign languages and stated that in his opinion this would hold true in the study of shorthand.

Not for a moment would we deny that

shorthand may be learned by people well advanced in years. We know of no better example of this than Mr. B. S. Barrett of Brooklyn, N. Y., to whom we have been indebted during several years for most valuable and helpful suggestions for this and other departments of the *Gregg Writer*. Mr. Barrett, who is now a man nearly eighty-one years of age, took up the study of Gregg Shorthand about three years ago. He mastered it as he has mastered many other subjects in his day, but we know that Mr. Barrett would be the last to deny that this study would have come much more easily to him sixty-five years ago.

In the shorthand teaching of the future, as we see it, the question here suggested is one of the live topics, and we are anxious to print in these pages a further discussion of this matter as it appears to shorthand writers and teachers of to-day.

Mr. H. E. Kemp, Mr. A. B. Mattox, Mr. B. S. Barrett and Miss Mabel Angus are contributors to whom we are indebted for opinions on this question.

Charges of Public Stenographers

Scarcely a week passes that inquiries are not received by the editor of this department in regard to charges made by public stenographers. In the May, 1912, issue of the *Gregg Writer* we printed a list of charges made in Chicago and in New York City. The following from the *Philadelphia Bulletin* will supplement these lists by outlining the charges prevailing in Philadelphia:

Though the rates occasionally vary according to circumstances, the following may be taken as the basis of such charges: For addressing envelopes on the typewriter from straight lists, where every name is taken and no picking out is done by the operator, \$3 per thousand, except in quantities, when the price is about \$2.50 per thousand. When some searching for the name is made, picking out certain professions or something like that, the price runs up to \$3.50 or more per thousand. Typewriting is 5 cents per folio; this means 5 cents per 100 words. For convenience, a regular charge is made of 10 cents per legal page, containing 300 words. The regular sheet is 8x10½ inches or 8½x11. The margins must be adjusted on the machines to overcome the larger amount of writing surface on the latter size. Legal papers are started 2½ inches from the top, with left-hand margin of half to three-

quarters of an inch. This wide margin at the top of sheet is to accommodate the lap-over of the cover that is placed on documents for protection. They are called manuscript covers, and are 12½x16 inches. These prices are for regular spacing. For single spacing, all prices must be doubled, as twice the amount can be put on a page. For triple spacing, which is half again as wide as the regular spacing, a reduction of one-third is made on the prices, about, say, 8 cents for a letter sheet and 12 cents or 11 cents for a legal sheet. Carbon copies are charged for at the rate of 5 cents each. Dictation on the typewriter may be charged for by the hour at the rate of from 50 to 75 cents. For relieving court stenographer, \$8 per diem attendance (or \$5 for half a day) and 10 cents per folio for one and 5 cents per folio for each additional copy, except where a daily transcript is furnished for which special rates are to be charged. Or, upon agreement beforehand, no per diem charge, the stenographer doing the work retains all transcript fees.

Referred for Answer

11. In writing to the wife of Dr. L. H. Jones, is it proper to address her "Mrs. Dr. L. H. Jones"? If not, what form should be used? What is the correct address in writing to both Dr. Jones and his wife? Should it be "Mr. and Mrs. Dr. L. H. Jones"?

12. One reader is having considerable difficulty in developing free arm and wrist movement in writing shorthand. He states that when practicing outside of business hours at his own desk he has little difficulty, but during business hours when taking dictation he has so little room on the drawboard at the dictator's desk that he is compelled to use mostly finger movement. This change in movement interferes with both control and speed. Will some one suggest a remedy?

13. It has been said that there are sixteen professions recognized by the U. S. Government. Can you place before your readers the question as to whether this is correct and also have them all named and listed from the highest to the lowest profession in respect of importance as seen by the public minds? A thorough discussion of this subject is desired.

14. Will you ask the readers of this magazine to outline a plan in accordance with which a student may study shorthand and typewriting without an instructor?

15. What advice would you give to one who is ambitious to become a good writer of English? What should he read or study? I should like to have you outline a course to be followed.

"Give a youth resolution and the alphabet, and who shall place limits to his career?"

The Reporter and His Work

News and Suggestions of Interest and Value to the Shorthand Reporter. Conducted by Fred H. Guntler, 1018 City Hall Square Bldg., Chicago, to whom all communications relating to this department should be addressed.

The Silent Man

By Charles Currier Beale

This extract from a paper by the late Charles Currier Beale, read at a meeting of the New England Shorthand Reporters' Association is justly regarded as one of the masterpieces of shorthand literature. If it could be placed in the hands of judges and lawyers, it would lead to a better understanding—a higher appreciation of the profession of shorthand reporting.

IF one has occasion to step into any courtroom where a session of the Massachusetts Superior Court is being held, he will see in full working order what is perhaps in many respects the most important portion of the judicial system of our commonwealth. Here we may see the machinery of the law in active operation. The dignified justice seated on the Bench, calmly hearing the testimony and dispassionately weighing it in mind; the clerk with his documents spread around him; the court officers, ready to preserve the order and decorum appropriate to the halls of justice; the witness on the stand, timid, bold, or indifferent, volubly pouring forth his story at the request of his counsel or evasively avoiding a reply to the opposing attorney; the counsel on both sides, alert to take advantage of every opportunity, skillfully leading on their own witnesses or sharply cross-examining those on the other side; the array of lawyers within the bar watching the proceedings; the crowd of spectators on the back settees, following with interest each detail of the trial;—all of these are familiar sights to those who have occasion to visit courtrooms. But there is still another actor in this diversified drama of right and wrong, of law and equity, of claims and counter-claims. A little to one side you will see a silent man sitting at a little table, with pen in hand, who follows each spoken word with swift and noiseless movements, recording impartially the words of wisdom, wit, and folly which follow each other in

rapid succession. Witnesses come and go, lawyers question and cross-question, object and argue, the Court quietly announces his rulings, one case is ended and another begins; and through it all the silent man writes, writes, writes unceasingly and with unslackened speed. Few of those who look upon him realize that they are beholding as near an approach to a miracle as unaided human hands and brains have thus far accomplished. There are many who hold that all who write shorthand are stenographers; who class the sixteen-year-old girl, painfully and slowly putting down in awkward symbols the carefully and deliberately dictated letter of the business man, at a speed little excelling that of a skilful penman, with him who through years of study and unremitting toil has gained the wonderful art of verbatim reporting. As well compare your six-year-old child, thumping on her toy piano, with the marvelous masters of music who hold the world entranced with their skill and genius. The ability of the one is as far removed from the ability of the other as the humblest motorman on the Boston Elevated is from the President and guiding spirit of that vast corporation.

Let me give you an idea of what is required of a court reporter. The average rate of speaking which he must record word for word in his notebook is one hundred and fifty words per minute. To be sure, this speed is sometimes slackened to a hundred, but often increased to two hundred; and this average speed must be

kept up hour after hour under any and all conditions, with any and all kinds of language. The words of the English language as used in ordinary speech will average at least five letters to a word. These five letters in the ordinary longhand will require at least twenty distinct motions of the pen. The useful art of shorthand has condensed this to an average of three movements to a word. In other words, in order to write legible shorthand at the rate of 150 words per minute the writer must skilfully execute certain characters requiring 450 distinct movements of the pen to a minute, and must keep up this enormous speed hour after hour if need be. Often a whole day's work will consist of unbroken testimony. Those unfamiliar with our duties say the pay we receive is exorbitant because we are actually working in court only five and one-half hours. True, but in those five and one-half hours very often there is no rest for the stenographer, and if we take the trouble to perform a simple act of multiplication we find his flying fingers have recorded in that short day of apparently easy work, a total of fifty thousand words, involving one hundred and fifty thousand distinct movements of the pen. The fabled labors of Hercules sink into insignificance as compared with what he has accomplished. Every day he sets down an amount of matter equal to a respectable-sized novel. The pages of the notebooks he fills in a year, if placed continuously, would stretch from the Gilded Dome to Senator Lodge's home in Nahant. If the characters were in one continuous line it would reach from the farthest point of Cape Cod to the most distant of the Berkshire Hills, and span the whole of this good old Commonwealth with the mystic symbols of the silent scribe. No one human being could speak the words he must unceasingly and uncomplainingly write. A palsied tongue and a paralyzed throat would end the speaker's efforts in a few days or weeks; yet the hand of the ready writer toils on, guided by an intelligent brain, and supplemented by an ear that must hear and recognize each and every utterance, whether it be the burr of the Scotchman, the brogue of the Irishman, the lisp of the Welshman, the broad accent of the Englishman, or the nasal drawl of our own New England.

The broken speech of the Russian Jew, the liquid patois of the swarthy son of sunny Italy, the guttural growl of the German, and the mincing tongue of the Frenchman all mingle in one ever-changing lingual pot-pourri, that puzzles alike the judge, the lawyers, and the listeners, but which the stenographer must get whether or not. The loquacious native of the Emerald Isle is checked in his torrent of words by the remark from the judge, "The witness talks so fast the Court can not understand him; will the stenographer please read the answer?" or, the sunburned daughter of the Mediterranean, who amply makes up in rapidity of utterance for her imperfect knowledge of our vernacular, fails to make herself understood by Counsel, who turn nonchalantly to the silent worker, and say, "Mr. Reporter, will you kindly read what the witness said?"

But enough of this side of the picture; there is another view I wish to present to you; another Herculean labor skilfully performed and scantily recompensed, which awaits the silent man at the end of his day's work in Court—the transcription of his notes. Fortunately not all that goes down in those never-ending notebooks has to be rewritten for the eye of the judge or the lawyers. There is an end to the endurance of even stenographers, and I fear that no human being with human nerves and a human need for sleep and rest could cope with that task. But a fairly generous portion has to be transcribed on the writing-machine; and again the tired fingers must fly in swift staccato until the work is accomplished. Most of this work must of necessity be done at night, by the flickering flame of the gas jet or the incandescent brilliance of the electric light. Far into the night must the click of the typewriter keys and the drone of the dictator extend. The judge and the lawyers, the witnesses and the spectators, can go to their homes and enjoy the quiet of their firesides or that recreation of mind which is equally beneficial to the body; but the stenographer must work though nerves throb and pulses flag, though tired eyes will close rebelliously, and the faithful hands almost refuse to do the bidding of the exhausted brain. And yet good lawyers have been known to say that our prices are exorbitant. But

it is the price of blood! It is the giving of one's vitality, both of mind and body, of a mind and a body trained and educated to a point beyond which danger lies. And what a training and what an education! The whole range of the sciences are comprised in the knowledge that a good court stenographer must acquire. To-day comes the skilled physician with his expert testimony and his learned disquisitions upon hystero-neurasthenia and cerebro-spinal-meningitis, ransacking the dead past of Rome and Greece for terms to fit modern ailments and fin-de-siecle surgery. Tomorrow the electrician with his talk of mysterious elements and forces; his microfarads and his electrostatics. Again the mechanical expert glibly describing the complicated construction and workings of appliances and instruments whose very names are familiar only to the initiated. Add to a knowledge of these various subjects sufficient at least to recognize their nomenclature, a fair knowledge of the classics, a familiarity with the most important modern languages, a fair amount of legal learning, a reading wide enough to recognize a quotation and assign it to its source, whether it be Shakespeare, Browning, the Bible, or the Zend-Avesta, a perfect knowledge of geography, a modicum of history, a fluency with figures and an absolute command of the intricacies of English speech—spelling, punctuation, and grammar—and you have the foundation of a stenographic career, and ten or twenty years active practice of your profession will perhaps enable you to build the superstructure of success.



The List of Reporters

IN the September number we published a list of reporters using Gregg Shorthand, with a request for additional names and corrections. In response to this request, Miss Anna Stich, Court of Common Pleas, Hamilton, Ohio, writes:

I notice you are endeavoring to compile a directory of reporters using Gregg Shorthand and are desirous of being advised of any reporter using this system; therefore I am writing to inform you that on December 31 next I shall have completed my sixth year as an official

court stenographer of the Common Pleas Court of Butler County, Ohio.

We appreciate the kindness of Miss Stich in sending us this information, and congratulate her on the success she has attained.

Mr. Simon P. Richmond, Attorney-at-Law, Charleston, W. Va., writes:

I am engaged in reporting work, to a certain extent, in this city and have been for several years. I only report in court occasionally, having no official position, but I report addresses and conventions very often. During the present campaign I am kept pretty busy reporting political speeches. I have been officially appointed to report the Farmers' National Congress, which meets in New Orleans on November 7-11 next.

Mr. Richmond added this postscript:

Since writing the above Miss Laura C. Simms has authorized me to give you her name. She is deputy reporter for the Circuit Courts of Kanawha and Clay Counties, West Virginia, and writes Gregg Shorthand.

From a letter written by Mr. M. W. Welsh, whose name was included in the list of reporters, the address given being Indianapolis, Ind., we learn that he is no longer a reporter. Mr. Welsh is now Secretary to the Trustees of the Columbian National Fire Insurance Company, Penobscot Building, Detroit, Mich. He says:

I have not been engaged in court reporting for a matter of about three years. I spent about three and a half years in that work for the various courts of Indiana. . . . I wrote Gregg Shorthand and I had several friends in the reporting world who wrote the same system. I was very successful in my work and say without any hesitation that Gregg Shorthand was equal to all requirements. I not only did court reporting, but reported numerous political speeches and other public addresses, having done quite a good deal of work for the Indiana Legislature. I never used any other system than Gregg.

All of which is appreciated. We wish Mr. Welsh continued success in his present sphere of work.

The name of Mr. Welsh should be canceled on the list of reporters given in the September number and these names added:

Anna Stich, Official Court Stenographer, Court of Common Pleas, Butler County, Hamilton, Ohio.

Simon P. Richmond, Attorney, Charleston, W. Va., Convention and General Reporter.

Laura C. Simms, Deputy Court Stenographer

for Circuit Courts of Kanawha and Clay Counties, Charleston, W. Va.

J. A. Butler, Court and General Reporter, 1408 Title & Trust Bldg., Chicago, Ill. (Member of the Chicago Law Reporters' Association).

William J. Cleary, Court and General Reporter, 1408 Title & Trust Bldg., Chicago, Ill. (Member of the Chicago Law Reporters' Association).

Sadie M. Smathers, Official Court Stenographer, Fourteenth Judicial District of North Carolina, Hendersonville, N. C. (Member of the National Shorthand Reporters' Association).

We omitted to include in the list of reporters given in the September number the name of Miss Sadie M. Smathers, Official Court Stenographer for the Fourteenth Judicial District of North Carolina, Hendersonville, N. C. In going over some papers received while we were on our trip abroad, we came across a very interesting account of Miss Smathers's work in reporting the famous Myrtle Hawkins murder case. The report said:

Miss Smathers covered the full proceedings of the Hawkins trial. During the two weeks occupied in the taking of evidence she wrote approximately 300,000 words. Of this number there were hundreds of anatomical terms, the majority of which are difficult to write with accuracy and rapidity and with which thousands of would-be stenographers are altogether unfamiliar.

Because of her almost unbearable services in this case the attorneys framed a petition to the board of county commissioners asking that the commissioners pay her liberally in addition to the regular fee because of the unusual and trying nature of the trial. The petition was signed by the attorneys appearing in the case and by Judge Howard A. Foushee.

Miss Smathers, whose competency is beyond question, is a writer of the Gregg system of shorthand and is a member of the National Shorthand Reporters' Association, the membership of which is composed altogether of court reporters. She will attend the next annual meeting of this association which will convene in New York City on August 19.



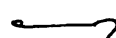





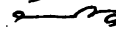
The many friends of Miss Smathers will be glad to learn that she is reporting the proceedings of the North Carolina Medical Society, which is holding its annual meeting in Hendersonville.

We hope that any of our readers engaged in reporting work and whose names have not been given will notify us promptly. To anyone sending us additional names we shall send a valuable list of reporting phrases taken from the note-book of Mr. Swem.








Some Swem Shortcuts

We have taken the following from a list of phrases compiled by Mr. Swem, and hope to give others in future issues of the magazine.

Determine

-  to be determined
-  determine the
-  determine the question
-  determine the matter
-  to determine
-  for you to determine
-  in your determination
-  determine from the evidence
-  to determine this case

Examine

-  in your examination
-  did you make an examination
-  did you examine
-  when you examined
-  did you examine the
-  when did you make an examination
-  when did you make the examination

Did You Have

1 did you have

2 did you have the

2 did you have any

3 did you have any conversation

2 did you have anything

2 did you have anything to do

2 did you have any talk

Miscellaneous

1 any other fact

2 anything of the sort

3 are you acquainted with the plaintiff

1 at about that time

1 at the last hearing

2 at the second interview

1 at the time of the accident

1 at the time of the conversation

1 attorney and client

1 attorney for the defendant

1 attorney for the plaintiff

1 attorney for the prosecution

1 before the district court

1 before the plaintiff

1 believe from the evidence

1 believe from the evidence that the defendant

1 by the exercise of such

1 by a greater weight of the evidence

1 calling for the conclusion of the witness

1 charged in said complaint

1 charged in said declaration

1 could you tell whether or not

1 culpable negligence

Key to Reporting Plate

Q Did you talk with anybody about this case?

A Talked with Osczawski and no one else.

Q And he is the only man you talked to about this case?

A He was asking me questions about this case and I told him I didn't know anything about it.

Q Is he the only man you talked to about this case at any time? A Yes.

Q And you told him you didn't know anything about it?

A Yes.

RE-DIRECT EXAMINATION

by Mr. Daniels

Q You told Mr. Osczawski that you didn't know anything about it. Why did you make that statement to him?

A Well, he was asking a lot of questions—asking me who was there and what I saw and I didn't want to tell him.

MRS. ANNA METZER

called as a witness by the plaintiff, having first been duly sworn, was examined and testified as follows:

DIRECT EXAMINATION

by Mr. Daniels.

Q What is your name? A Mrs. Annie Metzer.

Q Where do you live, Mrs. Metzer? A 4608 South Robey Street.

Q Do you live in the front or the rear?
A In the rear.

Q On the first floor or the second floor? A
The second floor.

Q Do you remember seeing anything around the premises there last fall? A I remember.

Q What did you see there? A I saw Hogan and Simon in the store there.

Q What were they doing? A They were selling gents' furnishings, gents' clothing.

Q When was this that you saw them? A In October.

Q Is this the Mr. Hogan that you refer to (indicating)?

A Yes.

Q Now, about what time in October did you see them there? A In the middle of the month of October.

Q And what were they doing? A They were removing boxes from the store.

Q What were they taking out? A They were taking out boxes.

Q Where were they taking boxes from?

A From the store.

Q And where did they place the boxes? Where did they take them to?

A They were carrying them to the rear of the house.

Q Where did they put them when they took them to the rear of the house? A They were carrying them to the rear, but I didn't see where they put them.

Q What time of day was this that you saw them taking these boxes?

MR. RAYNER: Wait a moment. I object to that question.

THE COURT: Sustained.

MR. DANIELS: Q What time of day was it that you saw Hogan and Simon taking the boxes out?

MR. RAYNER: I object to the question.

THE COURT: I think there is a misunderstanding.

MR. DANIELS: I will ask the question again.

Q What did you see on about the middle of October as you have said, take place on the premises there where you live? A It happened that Hogan and Simon were moving out from the store.

Q What were they moving out? A They were taking boxes out.

Q Now when was this that you saw them taking boxes out of the store? A The 14th of October.

Q What day of the week was that, if you remember?

A It was on a Saturday.

Q Now where did they take these boxes that you say they took out of the store? Where did they take them to?

A They were taken to the rear of the store.

Q And then what did they do with them?

A I didn't see them. I only saw them take the boxes from the store.

THE COURT: Where were you when you saw this?

A I were going for the coal under the store.

Q Under what store? A Under the store that they was taking the boxes out from.

Q Did you see this through the front of Hogan's store or the rear of Hogan's store?

A From the rear, in the rear of the store.

Q Were the boxes when you last saw them inside the store or outside the store? A In the store.

Q Did you see any box in the alley? A I have not seen the alley.

Q You have not seen the alley? A I have not seen the alley. I have not seen anything in the alley.

Q Did you see any boxes in the alley back of the store?

A I have not seen nothing in the alley. I only saw the boxes outside as they carried them from the store to the rear.

Q Where were the boxes when you saw Hogan packing them? A The boxes were in the store. They were taken from there and carried in the rear.

Q In the rear of what? A In the rear of the house behind the other house there.

Q Did he take the boxes out from the store, out of the store behind the store, into the alley?

A Yes sir, to that alley there.

Q Did he put them down in the alley or in a wagon?

A I have not seen that. I have not seen that.

Q Now this was on the 14th of October, Saturday, that you are talking about? A Yes, sir.

Q How many boxes did you see Hogan carrying at the time?

A I have seen about three times.

Q How large were these boxes? A I have not measured them, but only saw them with my eyes.



Keys to Last Month's Shorthand Plates

Testing Her Speed

Mr. Truelove was a fluent dictator and was proud of it. It was gratifying to his self-esteem to watch the frantic struggles of his lady stenographer to record the steady flow of his eloquence and when, as often happened, she was obliged to interrupt and beg him to mod-

erate his speed, he would comply with an air of patronizing condescension.

But, in the course of time, this young lady left the office and another and smarter operator supplied her place. This was a self-possessed and somewhat haughty damsel, and Mr. Truelove found to his annoyance that so far from being flurried and confused by the

readiness of his dictation, she took his letters with a bored, indifferent air and whenever he paused or hesitated would glance up with an inquiring, almost impatient, look.

All this was, of course, very wounding to Mr. Truelove's vanity. One day, in the privacy of his own room, he remarked to his confidential clerk: "There's a letter from those people down at South End. I intend writing them a good long letter showing clearly that they have no claim upon us. It will have to be very carefully worded and I want to consult you about it. In fact, I think it would not be a bad idea for you to write it down briefly from my dictation. I shall need your assistance."

Now the room which Miss Carter occupied, the young lady under discussion, was separated from Mr. Truelove's only by a thin partition. Miss Carter had nimble ears as well as nimble fingers.

"Then," Mr. Truelove went on, "when we have got it satisfactorily arranged, I can use your notes to test Miss Carter's speed and see if she is really worth the excellent salary I am paying her."

"Indeed," said Miss Carter to herself.

And she stationed herself against the thin wall with her notebook.

The letter completed and other business matters discussed, Mr. Truelove entered Miss Carter's room to dictate his letter. Mr. Noble followed.

Mr. Truelove started by giving a few letters at his usual rate of speed. Then he pulled out his watch.

"By George," he exclaimed, "it is later than I thought! I have one more letter for you, Miss Carter, and I want you to take it down as quickly as you can, as I am pressed for time."

And he started off. Miss Carter, however, sat at her table in the most careless attitude and occasionally glanced out of the window to see if it was raining.

Mr. Truelove was puzzled, not to say annoyed. "Am I going too fast for you?" he asked presently. "Sure you're getting it down all right?" Miss Carter raised her eyebrows with an air of mild surprise. "Oh, yes, Mr. Truelove," she replied, "I can go much quicker than that if you like. In fact, I should prefer it. I am getting out of practice in rapid writing."

With an incredulous snort, Mr. Truelove braced himself up for a fresh effort. Still she sat unmoved and composed.

Mr. Noble could scarcely believe his eyes, as he had in reality entered the room to witness the humiliation of the young woman who was cheeky enough to earn a salary nearly equal to his own.

He grew quite excited and going over to Miss Carter and leaning on her chair, watched with absorbing interest the wriggling, scriggling forms as they flowed rapidly and yet smoothly from her pen.

Had he understood stenography, he might have noticed that only about one word in six

was being recorded, but as he did not, all he could do was to look on and wonder. At length Mr. Truelove stopped, quite out of breath.

"Miss Carter," he said, fixing his stern eyes upon her, "I hope you can transcribe your notes. It is an important letter and one incorrect word might spoil the whole thing."

"Oh, yes, I fully understand that," replied Miss Carter with a smile.

Mr. Truelove felt himself beaten, but his feeling of annoyance gave way to one of pride in having the services of such a marvelous young woman. Not so Mr. Noble. He still clung to the idea that perhaps Miss Carter had made a hopeless muddle of it.

"I would suggest, if you have time," he said, "that it might be well for Miss Carter to read over the letter as it stands. It is possible that some amendment may suggest itself to some of us."

Without any hesitation, she opened her book and turned back to the neatly and accurately written notes she had taken before they came into the room.

She read off the letter without one slip or tumble from beginning to end.

"That will do," said Mr. Truelove as Mr. Noble returned to his desk quite crestfallen.

"I guess they won't want to test me again just yet," thought Miss Carter.—*The Stenographer*.



Some Practical Business Letters

Messrs. Cassner, Curran & Co.,
Newport News, Va.

Dear Sirs:

Enclosed please find contract duly signed for the season's supply of bunker coal for such steamers at our consignment or under our control as may call at Newport News prior to and including December 31, 1912. It is understood that after each steamer is supplied with the quantity of coal she requires, you are to take the Captain's demand draft upon us for the cost thereof and add to said draft all additional expenses for disbursements in connection with the vessels entering and clearing at your port. We trust that you will see that we continue to secure Pocahontas coal of such quality as has heretofore given us entire satisfaction.

Yours truly,

Messrs. Biggs & Quimby,
London, England.

Gentlemen:

We have your letter of April 11, from which we withdraw Charter parties of the steamers Anthony and Frank, which we note have been fixed by you to load cargoes of Scotch pig iron at Addrossan, Scotland, for Philadelphia. We thank you for the consignment of the said vessels to this port. We have interviewed the receivers of the two cargoes and present indica-

tions are that the steamer Anthony will be discharged at the Port Richmond terminals of the Philadelphia & Reading Railway company and the steamer Frank will be discharged at Gerard Point, the ore and pig iron terminals of the Pennsylvania Railroad Company.

In respect to stevedoring, we wish to say the regular charge is 25 cents per ton of 2240 pounds for unloading pig iron and we are unable to make a cheaper arrangement and secure first-class work and a maximum quantity to be unloaded each twenty-four hours. You, as a ship-owner, know it is best as a rule to employ the regular stevedores to load and discharge vessels assigned to the respective railroad terminals, owing to the greater familiarity of these men with the particular work, which is apt to result in a larger output of cargo per day.

We observe that you do not wish us to make any remittances to you on account of the inward freight of either vessel, but that the balance in our hands after paying stevedores' charges and other needful disbursements is to remain with us on account of outward disbursements on the two cargoes of case oil which are to load here for Japan.

Very truly yours,

Mr. Daniel L. Humphries,
Minneapolis, Minn.

Dear Sir:

Enclosed please find freight engagement for ten thousand sacks of flour to be shipped per Cosmopolitan Line steamers from Baltimore to Copenhagen during the month of May of the present year. It is understood that this flour shall be available at Baltimore for shipment any time after April 30 and that any portion not ready for delivery by May 15 shall eventually be forwarded at the option of steamer from Baltimore during June or July following.

In response to your inquiry, we wish to enclose you a list of arbitraries beyond Copenhagen, embracing over 160,000 ports or places in the kingdoms of Denmark, Sweden and Norway, the province of Finland and certain Russian ports. They provide a certain rate of charge per ton of 2240 pounds gross weight.

Yours respectfully,



Putting Things Off

If we could only make our highest moments permanent, what splendid things we should do in life and what magnificent beings we should become; but we let our resolutions cool, our visions fade, until it is more convenient to excuse them and they are gone.

Mythology tells us that Minerva, the goddess of wisdom, sprung fully grown from Jupiter's brain. Man's highest conception, his most effective thoughts, most inventive and thought-

ful ideas and grandest visions spring complete with their maximum of power spontaneous from the brain. Men who postpone their visions, who delay the execution of their ideas, who bottle up their thoughts to be used at a more convenient time are always weaklings. The forceful, vigorous, effective men are those who execute their ideas while they are full of the enthusiasm of inspiration.

Our ideas are visions, our resolutions come to us fresh every day because this is the divine program for the day, not for to-morrow. Another inspiration, new ideas will come to-morrow. To-day we should carry out the inspiration of the day.

The putting-off habit will kill the strongest initiative. Too much caution and lack of confidence are fatal enemies of initiative. How much easier it is to do a thing when the purpose impels us, when enthusiasm carries us along, than when everything drags in the postponement. One is drudgery, the other delight.

The energy wasted in postponing until to-morrow a duty of to-day would often do the work. How much harder and disagreeable, too, it is to do work which has been put off! What would have been done at the time with pleasure or even enthusiasm after it has been delayed for days and weeks becomes drudgery. Letters can never be answered so easily as when first received. Many large firms make it a rule never to allow a letter to lie unanswered over night.

There is something about allowing a strong resolution to evaporate without executing it that has a deteriorating influence upon the character. It is the execution of a plan that makes stamina. Almost anybody can resolve to do a great thing; it is only the strong, determined character that puts the resolve into execution.

"By the street of by-and-by one arrives at the house of never," says Cervantes.

Why do we have these strong, vigorous impulses; these divine visions of splendid possibilities? Why do they come to us with such rapidity and vigor, such vividness and suddenness? It is because it is intended that we shall use them while fresh, execute them while the inclination is hot.

"Delays have dangerous ends."

Caesar's delay to read a message cost him his life when he reached the Senate House. Colonel Rahl, the Hessian commander at Trenton, was playing cards when a messenger brought a letter stating that Washington was crossing the Delaware. He put the letter in his pocket without reading it until the game was finished. Only a few minutes' delay, but he lost honor, liberty, life!

Shun the habit of "putting off" as you would a temptation to crime. The moment you feel the temptation, jump up and go with all your might at the most difficult thing you have to do.

"Begin right and right away" is the motto of a very successful man and it is one which would save many a youth from disaster.—*Orison Swett Marden.*

Luck—Good and Bad

The other day a wise man, who had just come out of the West, was expounding to me his philosophy of life. This man, who is now a land king and a cattle king in Oregon, was a poor lad and he has accumulated all his vast possessions by his own efforts.

"When I started out as a young boy," he said, "my father gave me a little bunch of calves—the poorest, most miserable little beasts you ever saw, not higher than a table. But along with them he gave me something that was a thousand times more valuable than the calves. He gave me this piece of advice. He said: 'Son, when bad luck comes your way and just seems to pursue you, stop and look around until you find out where you are mismanaging things.'"

"And," continued the man who began with nothing and now owns 250,000 acres of land and literally the cattle on a thousand hills, "I have never known my father's rule of success to fail. Whenever things have seemed to go against me and bad luck to follow me, I have only had to investigate a little to find that all the trouble was with me myself. My bad luck was simply my bad judgment or my mismanagement or my lack of care or work in some particular direction."

"Thank you," said I, "You have told me something I'll never forget."

And I went home and on my typewriter I printed out these words of wisdom in great big capital letters and stuck them up on my mirror where I should be sure to see them: "When bad luck comes your way and just seems to pursue you, stop and look around until you find out where you are mismanaging things."

Here is the mystery of luck laid bare. Here is the secret of success. We are our own luck and it is good or bad as we make it. The whole theory of luck is a myth that our enemies devise to account for our prosperity if we get along and that we invent for ourselves to save our vanity if we fail.

The woman whose bread is as heavy as lead complains fretfully that she had had such bad luck with her baking. Nonsense! Luck doesn't enter into cooking. It is an exact chemical process where the putting together of certain substances and the subjecting them to certain degrees of temperature invariably produce the same result. If, instead of knocking her luck, she would stop and find out where her mismanagement is, she would find that the fault was herself and waste no more of her husband's good money in spoiling food.

When you take your expensive cloth to a dressmaker, she receives it with a smile and says, "I do hope I'll have good luck with it and your dress will turn out all right." But it is not a matter of luck whether a gown hikes up in the back or down in the front and is tight where it should be loose and loose where it should be tight. It is the dressmaker's fault. It is her mismanagement and lack

of skill. Furthermore, the dressmakers who do not put their faith in luck but in a knowledge of their trade can ask what they please for their work and women are glad to pay them even extortionate prices.

When nine mothers out of ten talk to you about their babies, they breathe a pious sigh and say: "I hope and pray that I will have good luck in raising my children and that Johnnie and Susie will turn out to be a good man and a good woman." And then the mother will let Johnnie and Susie break every law of health and weep over their graves if they die or wonder at her bad luck if they are sickly, or she will permit them to grow up on the streets uncontrolled little hoodlums that have never been taught obedience or truth or honor or any principle of right living, and she will bemoan herself when they go to the bad for the bad luck that she has had with her children.

There's no luck with children. It is a question of the mother's management. It is true that we cannot escape death and disease altogether, but we can materially lessen both by intelligent management, and as for the way children turn out morally, that is absolutely within their parents' hands.

All of us know men who complain about having such bad luck about keeping positions. They are always out of a job and they lay it all on chance. Their hoodoo is not luck. It is their own incompetence. The man who works with his eye on the clock and who jumps for his hat on the first stroke of the hour for quitting time; the man who does the least he can for the pay; the man who can never get along with his fellow workers; the man who never learns anything, but makes the same mistakes day after day and year after year, isn't the victim of some occult force of destiny when he gets fired. He's his own bad luck and plenty of it.

Nor is it a matter of chance that when two merchants start side by side with the same capital and the same prospects of success that one lands in bankruptcy and the other in the millionaire class. Of course, the failure always claims that he was a victim of bad luck, but if he had the courage to go back and look the situation squarely in the face, he would see that it was his bungling mismanagement that was the cause of disaster. He let clerks steal from him. He offended customers. He was a poor collector and a bad buyer. He was more interested in baseball or politics than he was in the store and so the inevitable happened and luck had nothing to do with it.

We are our own luck and we make it good or bad. Don't forget that and when you get discouraged and think that some jinx is on your trail, hounding you down, just remember the words of this wise man of the West and when bad luck comes your way and just seems to pursue you, stop and look around until you find out where you are mismanaging things.—*Dorothy Dix*, in the *New York American*.

The first of these is the habit of work.
 The second is the habit of study.
 The third is the habit of practice.
 The fourth is the habit of review.
 The fifth is the habit of correction.
 The sixth is the habit of comparison.
 The seventh is the habit of imitation.
 The eighth is the habit of originality.
 The ninth is the habit of independence.
 The tenth is the habit of confidence.

The Habit of Work

The first of these is the habit of work.
 The second is the habit of study.
 The third is the habit of practice.
 The fourth is the habit of review.
 The fifth is the habit of correction.
 The sixth is the habit of comparison.
 The seventh is the habit of imitation.
 The eighth is the habit of originality.
 The ninth is the habit of independence.
 The tenth is the habit of confidence.

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OMMERCIAL
EDUCATION

VOL. XV No. 4

DECEMBER 1912



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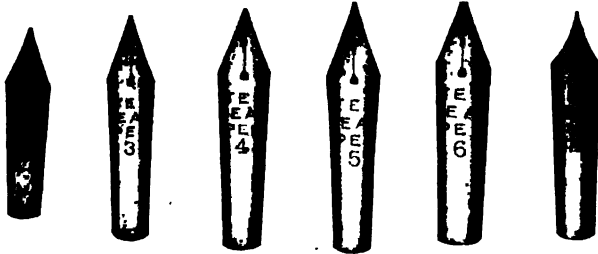
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CHICAGO, U. S. A.

The Gregg Writer

Vol. XV

CHICAGO, DECEMBER 15, 1912

No. 4

What Kind of Education Wins in Business?

By Philip R. Dillon, New York

MILLIONS of people in this country have seen the name "Woolworth" in the business sign over the door of a "5 and 10 cent store." The F. W. Woolworth & Co. concern operates three hundred and eighteen of these stores in two hundred and fifty different cities. There has just been organized a new combination which will operate six hundred stores. The capitalization of the new company is \$65,000,000. And Frank W. Woolworth, the man who started this business in 1879 and developed it to its present enormous size, is the leading factor in the new combination.

The Woolworth Building, now being erected in New York, will be fifty-five stories in height, the greatest office building in the world, eclipsing the Singer Building and the Metropolitan Building. It will cost \$12,000,000, all of which comes from the profits of the 5 and 10 cent stores.

Frank W. Woolworth was born on a farm in northern New York State, not far from the St. Lawrence River, in 1852.

The Boy From the Farm

I talked with him last month, in his New York office, about the beginning of his career in business. He is a big, powerful man, of the Yankee type that used to be a characteristic of New England and the Western Reserve in Ohio.

He worked on his father's farm and went to the district school in winters, as boys of the farm have done for generations. He never went a day to college. He had a good grammar school education, and when he was nineteen years old he entered a business college in Watertown, N. Y., and attended two terms. After he had finished these two terms, at the age of twenty-one years, when he had a good knowledge of the theory of bookkeeping and general business organization, he went to work in a dry goods store in Water-

town, getting no salary at all for the first three months, and only \$3.50 a week for the next three months.

The opinion of such a man, who had begun with no money and only a common school education supplemented by two terms in a business college, and who had risen to be one of the most successful business men of the nation, is obviously of great weight and authority in the matter of how to train a young man for a business career.

Two Terms in a Business College

I said to Mr. Woolworth—"Don't you think that you would have been more successful had you graduated from a classical college or university?"

He answered like a thinking man who has over and over grappled with problems of practical education and has deep and abiding convictions. He said:

"The education I got in those two terms in that business college at Watertown was of greater value to me in all my business career than any education I could possibly have received in a classical college.

"I do not think a college education—as we understand the phrase 'college education,' is necessary for the man who expects to go into mercantile business. I will even say that a classical college education, such as the present system of colleges and universities gives young men, is likely to unfit those students for mercantile business if they had an aptitude for it when they finished the grammar school.

"Because, when a man graduates from a classical college, he is a bit too old to begin at the bottom in business, and he has formed ideas that do not fit well with the rules of business which have been proved sound by centuries of experience. The classical college graduate is seldom willing to begin at the bottom.

"Now the man who was brought up on the farm, or in a humble city home, and who

knows nothing about business nor about college life, has everything to learn and nothing to unlearn, and he willingly begins at the bottom when young. Whereas, if he devotes his time after the age of fifteen years to the life and purposes of high schools and colleges for the years needed to graduate, his character will be formed in an entirely different way from that of the boy who goes right out of grammar school into the business he wants to learn.

Do Not Want to Begin at the Bottom

"This college man is best fitted for a professional life, but not for a business life. The four years in college will set him back for business. He will graduate at about the age of twenty-three years, and then he won't want to get down to the real work that a boy unhampered by college life will do.

"In the F. W. Woolworth & Co. stores, we start young men at \$6 a week. We encourage those who are willing. We are always on the lookout for those who have ability and are willing. The essential qualifications of education in these young men are first of all good moral character, common sense, good penmanship, good reading, good spelling and thorough grounding in the fundamentals of business arithmetic.

"The trouble with the classical college graduates is, as I said, that they do not want to begin at the bottom. So I feel a sympathetic regard for the thorough grammar schools and business colleges that give boys an early practical training and do not bias their character nor spoil them for the hard work at the bottom—where all business success begins."—From *The American Penman*.



A Present Duty

1. The first duty of the student is to learn to write. This is the foundation of all other knowledge. Without good penmanship, the student cannot express his thoughts clearly or efficiently. Therefore, the first step is to master the art of writing. This involves learning the correct formation of letters, the proper use of the pen, and the development of a consistent and legible style. The student should practice these fundamentals until they become second nature.

2. The second duty is to study hard and with purpose. The student should not waste time on idle thoughts or distractions. He should focus on his work and strive for excellence in everything he does. This means taking notes carefully, reading thoroughly, and completing assignments on time. The student should also seek to understand the material, rather than merely memorizing it.

3. The third duty is to be honest and ethical. The student should never cheat or plagiarize. He should always give credit to the sources of his information and work. Honesty is a virtue that is highly valued in both the academic and professional worlds. The student should also be fair to his fellow students and teachers.

4. The fourth duty is to be organized and efficient. The student should keep his desk and workspace clean and free of clutter. He should use a calendar or planner to keep track of his assignments and deadlines. This will help him to manage his time effectively and avoid last-minute rushes.

5. The fifth duty is to be a good citizen. The student should follow the rules of the school and respect the rights of others. He should also be active in school activities and contribute to the community. Being a good citizen is an important part of being a responsible adult.

The International Typewriting Contests

Reported by Rupert P. SoRelle

The World's Typewriting Championship

Tabulated Results

| Name. | Machines. | Words. | Errors. | Penalty. | Net Wds. | Words
per Min. |
|-----------------------|-----------|--------|---------|----------|----------|-------------------|
| Florence E. Wilson... | Und. | 7450 | 88 | 440 | 7010 | 117 |
| Emil A. Trefzger | Und. | 7382 | 69 | 345 | 6937 | 116 |
| H. O. Blaisdell..... | Und. | 7359 | 96 | 480 | 6873 | 115 |
| Margaret B. Owen..... | Und. | 7308 | 98 | 490 | 6818 | 114 |
| Rose L. Fritz..... | Und. | 7104 | 68 | 340 | 6764 | 113 |
| Gus R. Trefzger..... | Und. | 7065 | 79 | 395 | 6670 | 111 |
| J. L. Hoyt..... | Und. | 6990 | 60 | 300 | 6690 | 110 |
| Bessie Linsitz | Und. | 6791 | 51 | 255 | 6536 | 109 |
| Bessie Friedman | Und. | 6819 | 115 | 575 | 6237 | 104 |

A GAIN the world's record for typewriting speed was set a few notches higher in the International Typewriting Championship Contests held in New York November 12. There were sixteen entries in this event, but only the records of the leaders are given.

Last year Mr. Blaisdell, the 1910 and 1911 champion, established a record of 112 net words per minute, beating his record of the previous year by five words per minute. This year Miss Florence E. Wilson, that clever little typist with lightning fingers, pushed the record up to 117 words per minute—another jump of five words per minute! And there was just one word per minute difference in the records of the five top notchers.

FLORENCE E. WILSON

This seems to be a Wilson year! To tell the truth, I did not think Miss Wilson could do it. While I knew that she possessed marvelous speed, it was not conceivable that a mere slip of a girl had the endurance to maintain that killing pace for an hour without going to pieces. But she did, and all honor to her. It was a triumph to be proud of. And every Gregg writer can feel a pride in it, too—because she is one of us, a loyal writer of the system.

Miss Wilson was picked as a coming expert by Mr. Gregg, however, more than three years ago—just after she had won third place in the typewriting contest at Providence. He wrote in the *Phonographic World*:

The charming little lady who was third deserves a paragraph all to herself—you will admit if you glance at the accompanying snapshot taken at Providence. Hosea Biglow said, "Never prophesy unless you know," but I am willing to chance the prediction that Miss Florence Wilson will be heard from later on as an expert operator—if some discerning young man does not persuade her to relinquish typewriting. And if you take another look at the snapshot you will admit that such a thing is not at all improbable.

I would hate to take credit for helping Miss Wilson win the championship! But here is

what I wrote in my report of the contest last year:

Miss Wilson belongs to the new school of typists represented by Blaisdell, the Trefzgers and Hoyt. She sits erect—almost immovable. And speed? Miss Wilson certainly has it. But it is a fatal speed. Her fingers run away from her. She will have to do just what Blaisdell did before she reaches the limit of her possibilities—curb her speed until the habit of accuracy gets the upper hand.

Now compare her error column of last year with this and you will see how she

really did increase her accuracy. Not only that, but she increased the number of strokes written! Which simply illustrates the contrariness of femininity!

According to the newspapers this was Miss Wilson's last appearance in the type-writing contests. It is reported that she is to be married early in December to Mr. G. T. Ralls of Milwaukee, sales manager of the Underwood Typewriter Co. in that city.

Trefzger, the English Champion, Second

Second place in the contest went to Mr. Emil A. Trefzger, three times winner of the English Typewriting Championship. This was Mr. Trefzger's first real chance at the championship since 1908, and he celebrated it by writing within one word per minute of the record made by the winner. In 1909 and 1910 he was abroad demonstrating the Underwood typewriter, but took time from his work as demonstrator to win the English championship. Last year he was in the international contest, although he had had scarcely any time for practice, and established a record of 107 words per minute, tying Miss Fritz for third place.

Two years "out of the game" would have put most typists out of it forever, but Mr. Trefzger is not built that way. The title of world's champion was once his, and he is determined that it shall be again. The past year he has had time for practice, and the remarkable effect of that, combined with his unconquerable spirit, was shown in his jump from 107 words per minute last year to 116 this year. And an increase in speed of nine words per minute after the 100-word-per-minute speed has been reached, is about a thousand times harder than it looks on paper. If you doubt that statement, just try it yourself.

The many friends of Mr. Blaisdell, the champion of 1910 and 1911, were disappointed that he did not win. But Blaisdell is a good loser. He demonstrated his thorough sportsmanship by making no excuses. An analysis of his work, however, shows that those marvelously efficient fingers of his were for once not up to their standard of performance. That is shown clearly in the fourth column. But as it

was, he increased his speed over last year three words per minute and wrote 275 more words gross in the hour than in 1911. Experience shows that it is much easier to gain the lead than it is to maintain it. The closeness in the net speed—a difference of only one word per minute between the five top notchers—shows how hard the battle was fought.

Miss Margaret B. Owen—who also won the Amateur Championship—took fourth place with the remarkable record of 114 words per minute. Miss Owen is one of the "comers" in the professional ranks—if she has not already arrived!—and is to be reckoned with in the championship contest next year. Miss Rose Fritz was again a contestant and fell only one word below Miss Owen. Gus R. Trefzger (brother of Emil), amateur champion of 1911, established a record for himself that ought to make him feel happy—111 words per minute—just one word below the previous record, a gain in speed from last year of practically thirteen words per minute! Mr. J. L. Hoyt, who won the amateur championship in 1910 and third place in the world's championship the same year, increased his speed over last year four words per minute. More than that, he increased his accuracy—and he was already one of the most accurate of the swift writers. Mr. Hoyt always attracts attention in any contest by his graceful and efficient style of writing.

A New Element Introduced

In spite of the new element that entered into the contests this year—the offering of cash prizes for gains in speed over last year's records—it is evident that interest in the contests is waning. The novelty has worn off. Perhaps, too, the fact that only infinitesimal gains in speed—on similar "copy"—now seem possible has something to do with it. Another factor entering into the equation is that there is lacking the element of machine competition, as only one company maintains a corps of trained typists whose business it is to develop speed and accuracy to the highest possible point.

In the professional contest there was practically no change in the personnel of those who took part—Wilson, the Trefz-

gers, Blaisdell, Owen, Fritz and Hoyt having taken part in many previous contests. Most of those given as "professional" contestants were in the contest simply for the purpose of trying to get the money prizes offered for the non-professionals who exceeded the speed record of last year.

Of the seven top notchers in the professional event all but one—Miss Fritz—are writers of Gregg Shorthand. Mr. Blaisdell, the Trefzgers and Mr. Hoyt are "Rational" typists. Mr. Blaisdell and Mr. Gus Trefzger are from the Gregg School, Chicago; Mr. Emil Trefzger from Brown's Business College, Peoria, Ill.; Miss Fritz from the Hope Street High School, Providence; Mr. Hoyt from Spalding's Commercial College, Kansas City, Mo.; Miss Wilson and Miss Owen from the Drake School, Passaic, N. J.

The Same Copy for All Contests

The contest was arranged on a little different plan than used in any previous contests. All of the events were run off at the same time, the same matter being used for all. There is one distinct advantage in this—it gives an opportunity for comparing the speeds in the different contests. From the spectator's point of view

the contest was a failure, as only a few could see what was going on. It was held in the balcony of the Armory, and save for a few who crowded into a little space on each side of the enclosure in which the contestants worked, the spectators did not have a chance to see how the operators were working. The *Times* reporter, however, seemed to be located more favorably than others, and this is a description of what he saw:

At the toot of the horn they were off, 400 nimble fingers flying over the keyboards, some bending low over their machines like drivers of racing automobiles, others sitting up very straight and outwardly calm, making speed with a lighter and faster touch than their sisters who pounded. It was as exciting as the Vanderbilt Cup race, with perfume substituted for gasoline.

Some wore dark green celluloid eye-shades; all were flushed and nervous at first until after the first five minutes they forgot where they were and settled down to the long mechanical grind of typewriting from printed copy. Contrary to all traditions, not one chewed gum. None looked once at the incessantly clicking keys, not one made an unnecessary motion. When a page was finished it was jerked out, thrown on the floor, and a fresh sheet inserted with no appreciable pause. It was in each case a mechanically perfect operation.

And we will have to take his word for it. It sounds plausible.

The Amateur Championship of the World

Tabulated Results

| Name. | Machines. | Words. | Errors. | Penalty. | Net Wds. | Words per Min. |
|-----------------------|-----------|--------|---------|----------|----------|----------------|
| Margaret B. Owen..... | Und. | 3750 | 54 | 270 | 3480 | 116 |
| Bessie Linsitz | Und. | 3449 | 31 | 155 | 3294 | 110 |
| Wm. F. Oswald..... | Und. | 3447 | 65 | 325 | 3122 | 104 |
| Bessie Friedman | Und. | 3465 | 86 | 430 | 3035 | 101 |
| Bertha G. Frost..... | L. C. S. | 3189 | 49 | 245 | 2944 | 98 |
| Rose Bloom | Und. | 3297 | 79 | 395 | 2902 | 97 |
| Thos. J. Ehrich..... | S. Prem. | 3136 | 65 | 325 | 2811 | 94 |
| Lottie E. Betts..... | Und. | 2794 | 5 | 25 | 2769 | 92 |

MISS MARGARET B. OWEN won this by a good, safe margin of six words per minute over her nearest competitor. It was a foregone conclusion in view of her marvelous record of last year that she would win. Miss Owen is one of the speediest writers in the profession, and next year she will undoubtedly be a big factor to be contended with in the professional championship. Her record exceeds the professional record of last year four words per minute, and in the *World's Amateur Championship* con-

test she beat last year's professional record two words per minute. Miss Owen is a Gregg writer.

Miss Bessie Linsitz, who won second place in the contest, is a newcomer and made a remarkable record—110 words per minute. She was in the professional contest also and wrote 109 words per minute.

Young Oswald's Sensational Work

But the real sensation of the amateur event was the work of Master William F.

Oswald, of Philadelphia, who won third place and wrote 104 words per minute net. Young Oswald—who has just turned seventeen—won the school championship last year with a net speed of 77 words per minute. It was his first contest. To jump from a speed of 77 words to 104 words in one year's work is simply phenomenal. This was his second contest, a fact that makes his record all the more remarkable. There is not another typist in the field who has reached the 100-word-per-minute mark in the brief time that Mr. Oswald has. Miss Bessie Friedman was the logical choice for second place on past performance, but the large number of errors

she made reduced her net speed and she was defeated by both Mr. Oswald and Miss Linsitz. Mr. Oswald is a graduate of the Taylor School, Philadelphia, where he learned Gregg Shorthand and Rational Typewriting.

One of the records in the Amateur Championship contest that also attracted much attention was that of Miss Bertha G. Frost, who appeared in the contests for the first time. She operated an L. C. Smith machine and established a record of 98 words per minute. There were twenty-one entries in this contest, but the records of only the eight leaders are given in the tabulation.

School Championship of the World

Tabulated Results

| <i>Name.</i> | <i>Machine.</i> | <i>Words.</i> | <i>Errors.</i> | <i>Penalty.</i> | <i>Net Wds.</i> | <i>Words
per Min.</i> |
|-----------------------|-----------------|---------------|----------------|-----------------|-----------------|---------------------------|
| Martha Dunn | Und. | 1402 | 17 | 85 | 1317 | 88 |
| Leslie Berdan | Und. | 1469 | 39 | 195 | 1274 | 85 |
| Carrie Anderson | Rem. | 1260 | 17 | 85 | 1175 | 78 |
| Marion Friedman | Und. | 1335 | 34 | 170 | 1165 | 77 |
| Pauline Fritz | Und. | 1223 | 14 | 70 | 1153 | 77 |

MISS MARTHA DUNN took the honors in this contest out of a field of ten, writing 88 net words per minute. In comparing the speed with that of previous years consideration must be given to the fact that the contest falling

a month later this year than last gave this year's contestants that much advantage in the way of practice. The increase in speed in all the contests would indicate that the matter was easier than that used last year.



An Interesting Snapshot

THROUGH the kindness of Miss Salome Tarr, we are able to present herewith a little snapshot which she took of Mr. Warren F. Johnston, taken at the State House, Trenton, N. J.

Mr. Johnston is the Stenographic Secretary to the Governor of New Jersey. He has held that position during three successive administrations—those of Gov. Stokes, Gov. Fort, and Gov. Wilson. It is needless to say Mr. Johnston is an accomplished stenographer.

He writes Gregg Shorthand which he learned about seven years ago at the famous Rider-Moore & Stewart School, Trenton, N. J. After leaving school he secured a position as stenographer with a manufacturing company, which he held until he received his present appointment.

We are proud of Mr. Johnston as an accomplished exponent of the forward movement in shorthand and we hope to hear of his further advancement.

Moving Picture Plots—I

(The key to this plate will be given next month.)

The first of the moving picture plots is a story of a young man who is in love with a girl who is the daughter of a rich man. The young man is poor and has to work hard to support himself. He meets the girl at a party and they fall in love. The girl's father disapproves of the match and tries to prevent them from getting together. The young man is determined to win the girl and he does so by working hard and becoming successful. The girl's father eventually changes his mind and allows them to be married.

The second of the moving picture plots is a story of a young man who is in love with a girl who is the daughter of a rich man. The young man is poor and has to work hard to support himself. He meets the girl at a party and they fall in love. The girl's father disapproves of the match and tries to prevent them from getting together. The young man is determined to win the girl and he does so by working hard and becoming successful. The girl's father eventually changes his mind and allows them to be married.

The third of the moving picture plots is a story of a young man who is in love with a girl who is the daughter of a rich man. The young man is poor and has to work hard to support himself. He meets the girl at a party and they fall in love. The girl's father disapproves of the match and tries to prevent them from getting together. The young man is determined to win the girl and he does so by working hard and becoming successful. The girl's father eventually changes his mind and allows them to be married.

The fourth of the moving picture plots is a story of a young man who is in love with a girl who is the daughter of a rich man. The young man is poor and has to work hard to support himself. He meets the girl at a party and they fall in love. The girl's father disapproves of the match and tries to prevent them from getting together. The young man is determined to win the girl and he does so by working hard and becoming successful. The girl's father eventually changes his mind and allows them to be married.

The fifth of the moving picture plots is a story of a young man who is in love with a girl who is the daughter of a rich man. The young man is poor and has to work hard to support himself. He meets the girl at a party and they fall in love. The girl's father disapproves of the match and tries to prevent them from getting together. The young man is determined to win the girl and he does so by working hard and becoming successful. The girl's father eventually changes his mind and allows them to be married.

Moving Picture Plots—II

(The key to this plate will be given next month.)

The first of the moving picture plots is a story of a young man who is in love with a girl who is the daughter of a rich man. The young man is poor and is working as a clerk in a store. He is in love with the girl because she is beautiful and kind. The girl's father is a very rich man and he wants his daughter to marry a man who is rich and powerful. He does not want her to marry the young man because he is poor. The young man is very sad because he loves the girl and he wants to marry her. He is trying to find a way to become rich so that he can marry the girl. He is working very hard and he is saving his money. He is also trying to find a way to get the girl's father to like him. He is trying to become a friend of the father so that he can marry the girl. The girl is also trying to find a way to help the young man. She is trying to get her father to like the young man. She is trying to get her father to see that the young man is a good person and that he is worth marrying. The story ends with the young man and the girl getting married. They are both very happy and they are living a good life together.



THE universe pays every man in his own coin; if you smile, it smiles upon you in return; if you frown, you will be frowned at; if you sing, you will be invited into gay company; if you think, you will be entertained by thinkers; if you love the world, and earnestly seek for the good therein, you will be surrounded by loving friends, and nature will pour into your lap the treasures of the earth.—*Zimmerman*.

The Learner and His Problems

A Department of Hints and Helps for the Learner and Others. Conducted by John R. Gregg, 1123 Broadway New York City, to whom all communications relating to this department should be addressed.

Grasping the Principles as a Whole

THE importance of gaining a comprehensive grasp of the principles of the system has been mentioned before, but, like other things that have so important a bearing on successful work in shorthand, it will bear repetition—and a *presentation in a new way*. The oftener the *application* of a principle is repeated the deeper impression it makes upon the mind; more than that, it hastens the time when little conscious effort need be given to the writing. And it is well to remember that rapid, accurate shorthand work cannot be done until a very considerable proportion of the words encountered are written *automatically*, and further, that that delightful stage is reached only after much practice in actual writing.

Another important advantage derived from this automatic construction of outlines is that it gives the writer an opportunity to grasp the *sense* of the matter being written. His mind is relieved from the details of word construction and is left free to deal with the import of the words he is writing.

We are presenting in the next two pages a "Chart of the Alphabet," showing the various uses to which the alphabetical material of the system is put. A mastery of this chart will enable the student to get a complete grasp of the principles of the system as a *whole*. The importance of that lies in this: that eventually the writer will deal with words in groups; he must be able to write a word that involves an infrequent principle without hesitation, in order that no disturbing element may come in to upset the harmony of his mental operations. In other words, the writing of shorthand after a while resembles to some extent the processes involved in ordinary

reading. We do not see the individual letters of a word in reading; we grasp the word, or group of words, as a *whole*. For a time in your experience as a shorthand writer you will necessarily have to deal with the elementary details of the component parts in each word. Later, as you gain familiarity with the principles and their application, you will deal with complete words, and still later you will deal with whole groups of words. Finally it will be only the unusual word that will require your conscious attention, and your time will be taken up with grasping the *meaning* of the dictation.

This seems like a very complex and intricate process—and it really is when you analyze it thoroughly. But it is not difficult to reach the final step if you go about it in the right way.

Up to this point you have been learning the principles step by step. At times, perhaps, your progress has seemed rather slow and painful, but all the while, if you have studied rightly, you have been storing up shorthand material—word-building principles—that will soon come slipping from your pen point with the greatest ease.

The thing to do now is to make a study of these charts, which will bring the principles before you as a whole; get a thorough, comprehensive and lasting impression of not only all the basic material of the system, but how it is used in all possible combinations.

How to Study the Charts

There is a great deal of shorthand material condensed into a brief space in the charts. For that reason they will require special attention on your part. Fortunately, you have been over all of it in your

A Chart of the Alphabet—No. I

| LETTER | WORD SIGN | JOINED
PREFIX | DISJOINED
PREFIX | JOINED
AFFIX | DISJOINED
AFFIX | EXPEDIENT |
|--------|-------------|---|--|----------------------------|--|-----------|
| O A | I, eye | | ante - e - i
o o y o | | ate, ate, ite, etc. come, agate
b b b b b
32 6, 10 | |
| (B | be, but, by | | | be, aff, etc.
P P P P P | bility, burity
7 6
barrel
20 10 | |
| / D | would | | debi - i - de
L L L L L | wand
H V O | dollar, depl.,
defendant
5 1 1 1 1 | |
| o E | he | | incl -
o) o o o | by
de o o o | e - igr aph
ing
degrees
60° | |
| / F | for | for - o, fur
P P P P P | | full, fore
P P P P P | fiction
P P P P P
feet
20, 5 1 | |
| ~ G | go, good | | | | gram, grim
L C C
gallon
2 1 R | |
| . H | a, an | | | | ing, thing
P P P P P | |
| O I | why | | hydra - o
o/ o o | | | |
| - K | can | can, com, cog,
can, (can)
P P P P P | canter - counter
P P P P P
P P P P P | | ical, ick
P P P P P
Company
P P P P P | |
| ~ L | will, well | | o - elect -
P P P P P | less
P P P P P | city - ility
L L L L L
Railway
L | |
| - M | am, more | am, am, am,
P P P P P | magn - the, the
P P P P P | ment
P P P P P | mental - ity
ingham
P P P P P
million
9 1 | |
| - N | in, not | in, in, in
P P P P P | in - itel
P P P P P | new
P P P P P | antic, sitic
P P P P P
hundred
2 1 3 | |
| v O | of | | over
P P P P P | | ograph
P P P P P
o'clock
3 1 1 | |

study of the text-book and perhaps it will be only the unusual use of a principle, or the infrequently occurring principle, that will require your special attention.

Now, perhaps it will be best at first to see just what you really do know about the various uses of the alphabetical material. This can best be accomplished in this way: rule up a sheet of paper exactly as is shown in the charts, leaving all the columns blank except the first, which contains the letters of the shorthand alphabet and their shorthand equivalents. Insert the proper headings at the top of the columns as shown. Then close your *Gregg Writer* and proceed to fill in the rest from memory. Afterwards check up your work with the printed chart and find out just the points on which you need to concentrate. Then study the chart critically. Lay it aside for a few days and proceed as previously instructed.

It will be an excellent plan to go through this process at least a half-dozen times—or, until you are convinced in your own mind that you *know* the various applications of every atom of alphabetical material. Another thing, you should be able to recall the matter *quickly*. If there is any hesitation in recalling a single character, you may be sure that your knowledge on that point is not stable enough to stand the strain of actual work. This will give you the “theory.” You can further strengthen your knowledge of theory and at the same time gain valuable experience in applying theory by making up lists of the most common words coming under each principle. By having these dictated to you repeatedly you will soon be applying the principles automatically.

Compounds of Alphabetical Characters

When this has been done you can then extend the chart principle still further. Suppose you start and make up an additional chart showing the uses of frequent compounds. Just to set you on the right track, trace the uses of the following: “st.” “np.” “mpr.” “th.” “ns.” the reversed “ses,” “tn.” “te.” Practically all of the compounds given in Lesson 16 may be treated in this way. By searching through

the principles in the text-book you will find many other uses of material that can be “charted” to advantage. The principal advantage you will gain from the work, however, will be in familiarizing yourself with the unusual application of principles. It will give you a theoretical knowledge of the principles that you would not be likely to gain in any other way. It will bring the system *as a whole* in review. Principles searched out in this way, too, will be more likely to “stick.” Their very isolation will make so vivid an impression that you will soon find yourself using the principles without conscious attention.

But this fact you must get clearly in mind: that no amount of “theory” will take the place of plenty of application of principle. Repeated practice only will bring executorial skill.



Prize for Best Chart of Compounds

The charting of the compounds mentioned, we think, has not yet been done by anyone completely. It will be interesting to see your efforts in that direction. To stimulate your interest further, we will offer as a prize a copy of the “Gregg Reporter,” suitably inscribed, to the student who sends in the best chart of the compounds. The contest will close February 15, and the results will be announced in the March number.



Theory Questions Answered

Question: In words beginning with *conn*, *comm* why is the second *n* or *m* not omitted?

Answer: The forms are rendered more legible by inserting the second letter. The word *commotion* written without the “m” might be read as *caution*; *commission* without the “m” stroke would have a form similar to “cash”—except for the size of the circle—and it is evident that these words would clash in transcribing; *con-note*—to give an illustration with *conn*—might be read *coat*.

In the words *connect* (and its derivatives) and *committee* the second letter may be safely omitted.

Practice Exercise on Vocabulary—I

Our Vacation Trip

[We are indebted to Mrs. J. P. Peterson, Humboldt College, Humboldt, Iowa, for the exercise "Our Vacation Trip." It is a splendid drill on the forms for the cities and states, given in an interesting way.]

[illegible]

Rhyme and Reason

By Allan E. Herrick, Manchester High School, Manchester, N. H.

ALL persons are fond of rhythmic rendition of terse English, and this fact has been made use of in our school to render instruction more interesting and effective.

Enthusiasm, accuracy and concentration should be the motto of the teacher and scholar, and the development of these characteristics is most sincerely to be desired. The absorbing question then is, "How obtain the enthusiastic, interested attention to acquire the necessary qualifications of accuracy and concentration?"

As the well-regulated, sensible teacher never does much talking, but develops the scholar, I will at once give you some methods that have worked well with my classes:

At the very beginning we introduce our pupils to the blackboard, for it produces confidence. This work results also in speed elements, which when early contracted remain throughout all future practice. The penmanship drills are interesting and from them there is developed a desire to produce rapid, correct outlines. Having taught penmanship, we try to introduce the rapid muscular movement as in the penmanship drills printed in the *Gregg Writer*. We distribute copies of this magazine and call attention to the uniform, alert, sliding movement, giving them a little variety, and, if you are poetically inclined, repeating as you write, and write on the board, as we talk.

Write with a snap.
Don't take a nap.
Make your hands go,
Don't be so slow.

Keep on the line;
That is a sign
You'll learn it quick.
I know you're not thick.

How fine to see,
You with me agree,
That the best shorthand
Will always command

The attention of all,
Both short and tall.
Then write your best
'Till I call rest.

Did you ever notice how quickly scholars take to an idea expressed in rhyme? I have used this idea to advantage, both as a shorthand exercise and repetition drill for the machine. For instance, here is a drill I give on the wordsigns:

The Wordsigns

Yes, I'll learn the wordsigns,
For they're my dearest
friends,
As they are full of combines
That ever speedward tends.

I'll study them at every
chance,
For my teacher truly
knows
That by them I will sure
advance
And conquer shorthand
foes.

ALLAN E. HERRICK

A little dot for "A" or "An"—
How quick it can be made!
I'll learn it well—I know I can;
I will not be dismayed.

So, when the list is known by heart,
'Twill take me but a week;
With knowledge gained I'll never part,
But new ideas will seek.

Then I'm determined to excel
In writing shorthand true.
My study hours I'll fill so well
There'll be nothing else to do.

On "The Reversing Principle"

Now fix your two good eyes on this,
Reversed "R" you must not miss;
'Twill always help you write with speed,
So learn this well for hours of need.
Hat, hart, hate, and cat, cart, Kate,
Show the rule at any rate.
Write this line over and over,
If you learn it well, you'll be in clover.

On Punctuation (After "Punctuation Simplified")

How can I use the comma so small?
 Yes, this is the question that rules over all.
 Though it isn't so bad as you might think,
 If nine short rules together you link.
 Ah, here they are, and study them so
 That how to punctuate you'll surely know.
 Introductory phrases we call rule one,
 To learn about this is merely fun.
 Rule two covers words that truly explain
 Why commas are needed, I think that's plain.
 Rule three shows words out of their order,
 When this is learned there'll be no bother.
 Rule four tells of words placed in series,
 If you use this rule there'll be no queries.
 Rule five is seen in brief quotations,
 Fix in your mind its certain relations.
 Contrasted words in rule six you'll see,
 This fact keep clear and learned you'll be.
 Rule seven will tell you how to show
 The place of omission, above, below.
 Rule eight relates to the sentence compound,
 So the conjunction omitted is easily found.
 Rule nine explains the sentence long,
 And this is the end of my little song.

General Plan of Work

This will serve to show my methods with the beginners and those finishing the manual. I insist upon each pupil's presenting each day of shorthand study, the writing and reading exercises written in neat, accurate shorthand and longhand five to ten times, as needed, upon ruled paper. I call it the study sheet, and always collect it at the door as the pupils come in. Very few fail to "deliver the goods."

With the advanced classes I have tried a method that has proved quite satisfactory. The question arises with all shorthand teachers, How can I teach shorthand so that the student will be obliged to write the shorthand forms over and over without getting careless and inattentive? I have tried the following: I cut slips from newspapers, magazines, etc., short interesting items, and paste them on gray pasteboard, cut a little larger than the paper slip. I next write a key in my best

style of shorthand, numbering each to correspond. I collect about thirty-five different slips for a class, and pass rubber bands over the separate groups of slip and key. When the class comes in, I hand a slip to each student, telling him to make one careful copy in shorthand at his desk. When the student brings the copy and slip to my desk for inspection, I give him the shorthand key to take to the desk to compare with his production and make corrections. He is afterward required to copy the matter from the key six times. This second copying is next inspected, and, if satisfactory, the student is allowed to go to the typewriter and write the slip from the original copy handed him.

This work has many obvious advantages. Each pupil has individual work; he learns self-confidence; he has a good drill in self-correction; he gets good accurate copy in shorthand; he repeats the forms many times, thus memorizing them to a great extent; he gets speed; he has an incentive to do his best; he actually assimilates important information; he concentrates his attention; he copies correct punctuation; he enjoys his work and does not get tired of repetition.

I am continually selecting matter that is authentic and that contains interesting and valuable information for the young person to know, and I make this work graded; that is, I select short slips first, then those that are longer. I know that I made the mistake of selecting too short dictation exercises in my early days of teaching, but now I find in this way the students may be led along to difficult and long exercises through this method.

I only wish to say that all teachers are interested in means to an end, and I hope others will generously give of their experience on modes and methods for the mutual benefit of all.



THE wise man's life includes much. All ages serve him like a god. If any time be past, he recalls it by his memory; if it be present, he uses it; if it be future, he anticipates it. His life is a long one because he concentrates all into it.—*Lucius Annaeus Seneca.*

THE "Order of Gregg Artists"

is a clan composed of artistic writers of the system, which has for its object the development of artistry in writing. This department is the official spokesman of the clan. Conducted by Alice L. Rinne, O. G. A., 32 S. Wabash Avenue, Chicago, to whom all communications relating to this department should be addressed.



HOW TO BECOME A MEMBER OF THE O. G. A.: Make two copies of the article "O. G. A.'s Test" in your very best shorthand. Send one copy to the editor of this department, the other retain for comparison with the shorthand "plate" which will appear in the February issue. If your copy possesses the necessary artistic qualities, you will be awarded an "O. G. A." certificate, and your name will appear in the published list of members. An examination fee of twenty-five cents must accompany your test. A test is good only until the 15th of the month following date of publication.

The O. G. A. is a select company of artists, and membership is granted only to those whose notes show unquestionable artistic merit. It is worth your while to try for membership. You may not succeed the first time you try, because the standard is very high. But you will not know until you do try.

The emblem of the clan is a triangle enclosing the characters O. G. A. The left side of the triangle stands for "theory," the right side for "accuracy" and the base for "beauty"—the three qualities that go to make up artistic writing.

THE test in the October magazine brought forth a great many teachers' applications for membership in the O. G. A., and we are glad to see that our friends are taking an interest in this new phase of the work. It is pleasing indeed to learn more of the personal writing of our teachers, and we hope that those of you who have not yet submitted the test will do so in the near future. Miss Elizabeth Criswell, of the Joliet Township High School, Joliet, Ill., writes us that she is trying to form an O. G. A. club among her students, and that she will let us hear more about it next month. This is certainly a commendable idea, and one which will be productive of much good if more of our teachers will adopt it. For instance, as Mr. Zimpfer suggested last month, why not have your certificate framed, and hang it in your class-room? This will excite sufficient interest on the

part of your students to bring inquiries as to the meaning of the certificate, the way it was obtained, etc., and you will have little or no difficulty in forming a club from among your classes. You may send us your students' work, or they may send it individually, and while we cannot promise to always grant the certificate, it is more than likely that our criticisms and suggestions of their notes will eventually make them members of the O. G. A. clan. We hope our teacher friends will let us hear from them on this subject, and if they have any suggestions to offer us in connection with this idea, or if we can be of any assistance to them, we shall be glad to hear about it.

Another applicant for membership, Mr. Hector C. Henderson, of New Zealand, writes us that he does not think we allow sufficient time for our "foreign" subscribers. Now, we wish to give every one of you time to get your test in, and you may be sure that if your magazine did not reach you in time to warrant your sending in the test, we shall give due credit to the fact and consider your test even if it is not for the current month. Have no fear of being "turned down" if your work is up to the standard.

We have received several write-ups of the test which we deem worthy of reproduction, and we are glad to present on the next page the notes of Mr. Charles E. Beck, of Aurora, Ill. We have made absolutely no changes in Mr. Beck's notes so as to give to our readers a page of shorthand just as it was received. There are a few points which we should criticize, were we inclined to use the red ink, but for the most part they are small ones. Mr. Beck followed our instructions implicitly, using black ink, and wrote his copy five by seven inches. Any number of our applicants

Mr. Beck's Notes

1. The first thing I noticed when I stepped
 out of the car was the cold. It was a sharp
 contrast to the warm blanket I had been
 sitting under. I shivered as I walked
 towards the building. The air was crisp and
 clean, a welcome change from the stuffy
 atmosphere of the car. I took a deep
 breath, savoring the fresh air. The sun
 was shining brightly, casting long shadows
 on the ground. I felt a sense of peace
 and tranquility. The world seemed so
 different from the one I had just left.
 I walked slowly, taking in every detail
 of my surroundings. The trees were
 bare, their branches reaching out like
 skeletal fingers. The leaves had fallen, leaving
 a carpet of gold and brown underfoot.
 I stopped for a moment, looking up at the
 sky. A single bird was flying high above
 me, its wings spread wide. I felt a sense
 of freedom and liberation. The world was
 so beautiful, so full of life. I smiled
 and continued on my way. The journey
 was over, but the memories would last
 forever.

wrote that they wished their plates considered for reproduction, but the copy was not written the required size, nor was the ink of the reproducing variety. It *must* be black. While other colors *will* reproduce by means of special processes, the greater expense precludes all possibility of our using them under such circumstances. We expect to hear more from Mr. Beck after he has practiced with this new idea of artistry in mind! Our shorthand plate for the "copy" is given on page 194.

A creditable percentage of those whose names we were not able to publish in the

November number as having qualified on the September test have submitted a second test, and we are happy to note the improvement in their style of writing. It is wonderful what a few well-received suggestions can do for one, and we hope that all will take advantage of the criticisms made, and that they will understand the spirit in which they are given.

For this month's test we have selected an article considerably at variance with the nature of those published in the department since its installation. Let your shorthand do credit to "A Woman's Philosophy."



A Woman's Philosophy

[By Ruth Cameron in the Rochester *Democrat and Chronicle*]

Letters of a Successful Business Woman to Her Niece

IS IT possible that in two or three weeks you will actually be through with that school and ready to begin earning that bread and butter in earnest?

Well, my child, let me give you one piece of advice as emphatically as I possibly can.

Don't be too ready.

Of course, I know you are anxious to begin using all that newly acquired knowledge; but a few weeks or a month or two spent in resting and taking your time about getting a really good position isn't going to send you to the poor farm.

And by the right position, I don't mean the one where you'll get the most money immediately. There are several things more important than your initial salary. One of them is the salary you can get later.

There are lots of places where the business simply can't pay a stenographer over a certain amount. I know a girl who went to one of these places eight years ago at ten dollars a week. She was a good stenographer and a very clever business woman. With her ability she ought to be getting at least twenty or twenty-five dollars a week now; but she's getting just fourteen. She has learned a good deal about the details of the business and is almost invaluable to them, but they can't pay her more because the money simply isn't there. There wasn't a great deal of dictation, so her stenography has gotten rusty, and the business details learned there wouldn't do her much good elsewhere, so I imagine if she took another position she would hardly get more than ten or twelve dollars.

That's the kind of place to keep out of, niece, no matter if the initial salary is pretty good.

I have two stenographers and one clerk working for me now, Joan, so maybe what I'm going to say next will sound rather queer; but I'm going to say it just the same. Don't get

a place where you have to work for a woman. I don't like to go back on my sex, but honesty compels me to admit that women are usually about half as pleasant to work for as men. A man boss never thinks of being jealous, because no matter if you do three-quarters of his work, he's too conceited to even consider you as a rival, but a woman boss is perpetually afraid you're going to creep up on her, and so she has to be perpetually showing her superiority. As you value your peace of mind and your chances of success, don't get a position where you have to work for a woman.

Don't take a position without inspecting the material conditions under which you are to work. I know a girl who refused a good position with chances for advancement, for just one reason—artificial light. I think she did right. Obliging any one to work by artificial light ought to be forbidden by law, just as making girls stand up all the time at their work is prohibited in some states. But as long as it isn't, make that your own law.

See what kind of a typewriter you're going to have. There's no worse handicap than a poor machine.

And last, if you are to work for one man, pick that man carefully.

In some ways, business man and stenographer is a closer relation than man and wife. It can't help but be. Many business men see their stenographers eight hours of the day, their wives four.

Wish I could lend you my experience for this important performance of getting a position. Then again, maybe it would make you too cranky and critical and you'd get along better without it.

Here's hoping anyway.

But whatever kind of blank or prize you draw in the lottery, niece, be sure to write straight off quick about it to

Your Absorbingly Interested Old Aunt.

The List of Certificated, O. G. A.'s.

Mr. Charles E. Beck, Aurora, Ill.
 Miss Emma Behling, Albion, Mich.
 Miss Lea Benge, Grand Rapids, Minn.
 Mr. Whipple Bishop, Live Oak, Fla.
 Mr. Clyde Blanchard, Ottumwa, Iowa.
 Mr. C. S. Burkhart, Quincy, Ill.
 Miss Esther M. Carlson, Big Rapids, Mich.
 Miss Anna Clemens, Fond du Lac, Wis.
 Miss Alice M. Cox, Chicago, Ill.
 Miss Elizabeth Criswell, Joliet, Ill.
 Mr. C. V. Crumley, Tacoma, Wash.
 Miss M. E. Davis, Salem, Mass.
 Mr. W. C. Denmead, Cleveland, Ohio.
 Miss Vera Egelston, Rutland, Vt.
 Miss Annie T. Elwell, Meriden, Conn.
 Mr. E. Emanuel, Seattle, Wash.
 Mr. E. R. Evans, West Kirby, Cheshire, Eng.
 Miss Marie E. Frey, East Orange, N. J.
 Miss Minnie B. Frye, Quincy, Ill.
 Mr. Geo. Guy Garmon, Washington, D. C.
 Miss Isabelle Gerhard, Fond du Lac, Wis.
 Mr. G. A. Haagen, Salt Lake City, Utah.
 Mr. Joseph U. Harris, Central Islip, N. Y.
 Miss Amanda Harvey, Salem, Mass.
 Mr. Hector C. Henderson, New Zealand.
 Miss Minnie Kempe, South Bend, Ind.
 Miss Winifred Kenna, Chicago, Ill.
 Miss Mary King, Lyons, Iowa.
 Mr. Lawrence Lahr, Champaign, Ill.
 Miss Rosalia A. Lee, Bellingham, Wash.
 Mr. S. J. Lidston, Seattle, Wash.
 Mr. W. A. Lindsey, Hiawatha, Kans.
 Miss Ethel E. Livingston, Lowell, Mass.
 Mr. A. E. MacLachlan, Singapore, S. S.,
 Malaysia.
 Miss Margaret Marshall, Washington, D. C.
 Mr. O. G. Martin, Tulsa, Okla.
 Mr. R. J. McCutcheon, Denver, Colo.
 Miss Margaret McGarry, Evansville, Ind.
 Miss M. Eva Michaud, Salem, Mass.
 Miss Pattie C. Moores, Canton, Ohio.
 Miss Elizabeth Z. Peterson, Scottsdale, Pa.
 Mr. A. Quasser, Portsmouth, Ohio.
 Mr. Charles A. Rogers, Blytheville, Ark.
 Mr. F. Ergo Schnecke, Chicago, Ill.
 Mr. Gay Hock Seng, Singapore, S. S., Ma-
 laysia.
 Mr. Charles M. Smith, Pine Ridge, S. D.
 Miss Florence Sletting, Chicago, Ill.
 Mr. C. E. Sletto, Minneapolis, Minn.
 Miss Elizabeth C. Stevens, Montclair, Colo.
 Mr. B. G. Thomas, Cumberland, Md.
 Miss Gertrude M. Thomas, Los Angeles, Cal.
 Miss Marie E. Tonnig, Moorhead, Minn.
 Miss Alice A. Weld, Belvidere, Ill.
 Mr. Herbert Whittingham, Maryboro, Queens-
 land, Australia.
 Miss May Wilson, Big Rapids, Mich.
 Mr. E. E. Winters, Galesburg, Ill.
 Miss Minnie W. Young, Philadelphia, Pa.



The important thing in life is to have a great aim, and to possess the aptitude and perseverance to attain it.— *Goethe*.

Jottings

Perseverance wins!

* * *

This magazine goes to every part of the world. If you like this magazine, please recommend it to your stenographic friends.

* * *

When you have any spare time—practice, practice, practice!

* * *

Stand-pat schools are yielding to the public demand for modern methods.

* * *

Don't forget: The finished transcript is what counts with the employer.

* * *

Sharp pencils and sharp wits go together.

* * *

Small notes stand the strain of rapid execution; large notes become unwieldy and illegible.

* * *

Spasmodic effort does not count for much in shorthand. It is the steady grind that wins.

* * *

Copy and recopy the shorthand matter in this magazine.

* * *

Read and reread all that you write. That is one of the "speed secrets."

* * *

When you find a correction in your exercise book—it is not sufficient to note it hastily. You will have hesitation in writing the correct form whenever you meet it again unless you drill on the correct outline, writing it many times.

* * *

Stop wishing and dreaming and wondering—*work* for success!

* * *

Experience has taught that it is better to be attacked than ignored.

* * *

And we have no cause for complaint in that respect.

* * *

To write rapidly is good; to transcribe accurately is better; to do both is best.

Mr. Swem in the Public Eye

THE newspapers throughout the country have lately contained numerous references to Mr. Swem, many of which have been sent to us by readers of the magazine. Here is an interesting description of Mr. Swem at work—from the *Wilkes-Barre Daily News*:

As soon as the Wilson party reached the station his secretary, a bright young man of much activity, stepped aboard the train, opened a typewriter case, placed the machine on the seat beside him and began making copies of the speech Wilson made to the crowd in front of the Assembly Building, and taking portions of his lunch while at work. As the train swung around the curves on the Fraser Branch the machine came near sliding to the floor, but was deftly held in place. By the time Fraser was reached, the young man had finished the outdoor speech and was ready to pass duplicate copies of it to the newspaper correspondents on board. One copy was sent back to the office of the *Daily Local News*, and this was printed in the second edition along with the stenographic report of the main speech in the auditorium, as taken by a special worker for the News.

From a Rochester, N. Y., paper we take this:

Should Governor Wilson be successful in his effort to win the latchkey to the White House he will probably carry into Washington with him as official stenographer the youngest lad to enjoy that distinction. Charles Swem is his name and he's nineteen years old. His cheeks are ruddy, he hasn't even had a high school education, but he's the third fastest stenographer in the United States.

If you doubt it, ask the examiners who recently in Buffalo and New York tested hundreds of shorthand speeders.

The *New York Evening Post* said: "The President-elect put in a very busy morning. He denied himself to all counters and retired to an upper room with Charles Swem, his stenographer, to tackle the mountains of communications that he has received since November 5th.

In describing the receipt of the news of his election at Governor Wilson's home the *New York World* said:

Joe Tumulty, the Governor's secretary, James Woodrow, his cousin, and Charlie Swem, personal stenographer, danced with glee.

The *New York Times* and *New York World* of November 11 said:

Governor Wilson will leave on his vacation by steamer, and on the same boat, occupying one of the best suites, will be a young couple who are grasping this opportunity to go on the first real wedding trip since they were married recently. They are Charles Swem, the Governor's personal

stenographer, and his wife. Mr. Swem, one of the fastest stenographers in the business, is nineteen years old, and his wife eighteen. He has been with the Governor on his campaign and he has been kept so busy that he has had no time for a honeymoon.

The *New York Sunday American* of Nov. 17 tells the following story, which also appeared in different form, however, in the *Chicago Examiner* and the *New York Press*:

GOVERNOR WILSON SAILS AMID
SHOWER OF HONEYMOON RICE

President-Elect Takes Secretary and Bride with Him on Vacation to Bermuda.

With showers of wedding rice falling upon him, Governor Woodrow Wilson, the President-

MR. AND MRS. CHARLES L. SWEM

elect, stood with his family upon the promenade deck of the steamer Bermudian, of the Quebec Steamship Company, yesterday, waving cheery adieux to the crowd that lined the piers.

"Why are they throwing rice at the Governor?" asked many in the throng. But the rice was not for the President-elect. It was all meant for his stenographer, Charles Lee Swem, who stood just behind the Governor, his bride clinging to his arm.

Mr. and Mrs. Swem had postponed their honeymoon out of loyalty to President-elect Wilson. As a reward the bridal couple accompanied Governor Wilson and his family on his vacation to Bermuda.

Married on October 22 in Trenton, to Miss Daisy Bunting, of that city, when it was doubtful, owing to the shooting of Colonel Roosevelt, that Governor Wilson would continue his campaign, the young couple prepared for their honeymoon only to learn at the last moment that the Democratic candidate had decided to continue on the stump.

Loyalty to the Governor caused the young man, with the consent of his bride, to postpone the honeymoon, and continue his important work with the presidential candidate. Swem, who is only nineteen years old, won the world's championship for accurate shorthand reporting at the last convention of shorthand reporters, writing at the rate of 268 words per minute.

Two days after his nomination in Baltimore, Governor Wilson, hearing of the young man's ability, secured his services from the Gregg Publishing Company, of No. 1123 Broadway, where he was employed, and a few days later wrote a letter praising his work.

Swem is self-educated. At the age of fifteen he was an office boy in Trenton, spending his evenings at school. He was brought to the attention of John R. Gregg, founder of a shorthand system, who specially trained him until he had won third place in the world's championship. He in all probability will accompany Mr. Wilson to the White House when the latter is inaugurated President next March. Upon their return from Bermuda the young couple will live in Newark.

The account was illustrated by the photo of Mr. and Mrs. Swem, which we reproduce, headed:

President-elect Wilson's private secretary and his bride, Mr. and Mrs. Charles Swem, whose romance was revealed yesterday, when he sailed for Bermuda. Mr. Wilson was showered with rice intended for the bride.

The *New York Times* of November 26, in the report of its staff correspondent with the Wilson party in Bermuda, says:

But he has been doing a good deal of work, for all that. He brought along with him his chief stenographer, Charles L. Swem, and while Swem had a pretty easy time of it at the start he has found his pace a good deal accelerated since. The Governor, who came here to play, has remained to work. He spent most of the week catching up with his correspondence, which was about three weeks in arrears, and is now tackling matters of more public importance.

* * *

There is quite a little colony of Wilsonites here. The Governor's immediate party consists of himself, his wife, and two of his daughters (the Misses Eleanor and Jessie Wilson), Mr. Swem, and the Secret Service man detailed to accompany them, Richard H. Taylor. Then there are eleven newspaper men, most of whom accompanied the Governor throughout the campaign.

Most of the party have their families with them, and there is one bridal couple. Swem was married not long ago, and he is taking his bride to Bermuda as a substitute for a honeymoon trip which the exigencies of the campaign would not permit him to take. Swem is one of the best stenographers in the United States, having won the world's championship for accuracy and being third in the world for speed. He is going to try for the speed championship again at the next competition. He is only nineteen years old, and he has a little schoolgirl bride who is the pet of the party. She is so absurdly little and young that one has to rub his eyes when told she is a wife, and the children of the party fraternize with her on even terms. Altogether, it is a very jolly crowd, and the Governor, as presiding elder, seems to enjoy his position.



WHATEVER I have tried to do in my life, I have tried with all my heart to do well. What I have devoted myself to, I have devoted myself to completely. Never to put my hand to anything on which I could not throw my whole self, and never affect depreciation of my work, whatever it was, I find now to have been golden rules.—*Charles Dickens.*

Enthusiasm and the Inefficient Boss

(The key to this plate will be given next month.)

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Optimism Necessary

Be Confident of Success

Be Confident of Success

Expert Typist Gets Wide Publicity

MR. HAROLD H. SMITH, who is well-known to the readers of the *Gregg Writer*, being a writer of Gregg Shorthand himself and an advocate of "Rational" typewriting, is gaining wide publicity through his unique work as a demonstrator of the Remington Typewriter Company. We have recently received many interesting clippings giving accounts of his work in different cities.

Mr. Smith, who is a young man hardly out of his teens, is displaying considerable originality in his demonstration. A feature that makes an instant hit with the schoolmen and the students is that he does not take an exhibition machine with him, but does his work on a machine taken right from the school room—one that has been in constant use in the school. Mr. Smith takes the ground that where a special machine is used it tends to create the impression that much of the excellence of the work is due to the special construction of the machine itself—that the operator has an advantage in having a machine that has some vir-

tue that the ordinary machine in school does not have. Mr. Smith's method fosters an impression of this kind.

The *Springfield, Mass., News* of October 30 contains this account of Mr. Smith's work in that city:

His lecture and exhibition included speed, accuracy and time-saving expedients, and many helpful hints were suggested for the benefit of the 200 students and stenographers present.

Among the various tests written by Mr. Smith to show how good work can be rapidly done was one minute's work on French, which he does not understand, and which he copied at the rate of 82 words in a minute. Copying new matter, which he had not previously seen, and carrying on a conversation at the same time, he wrote 101 words perfectly in the minute. He also wrote for a two-minute stretch

and made 113 words per minute, with but one error in that length of time.

Writing at an incredibly slow rate of speed, but very evenly, Mr. Smith wrote 48 words in a single minute. He explained that by writing slowly any operator could quickly cure the habit of inaccuracy, and at the same time increase his speed greatly.

A short demonstration in the use of the Remington-Wahl adding and subtracting typewriter was given for the benefit of billing clerks, showing how they could save a great deal of time and effort in figuring individual bills and also in keeping a constant balance of accounts in any office.

Another clipping states:

To demonstrate the value of touch typewriting, the operator wrote for one minute from Bohemian, which he does not understand in the least, and when time was called there were 75 correctly written words on the sheet. It was explained that on account of his ability to write without looking at the keys Mr. Smith was enabled to do this sort of work with ease. In fact, while performing this test, he carried on a conversation with various students, who asked him questions about his work.

Mr. Smith then took a Monarch typewriter, which is quite different in mechanical construction from the Remington, especially in touch and the use of the left hand in returning the

carriage at the end of each line instead of the right hand as on the Remington. Using this machine, Mr. Smith copied over 100 words in a single minute perfectly and at the same time carried on an animated conversation with the teacher, answering a number of questions.

Throughout his demonstration, Mr. Smith called especial attention to the manner in which he did all his work. His position was an extremely easy one, and he pointed out that it is a physical impossibility for anyone to become expert in this line if he cannot spell and use English at least fairly well.

Taken as a whole, the demonstration was a most successful and beneficial one. Mr. Smith's talk to the students and visitors was most frank, and every test he wrote bore the mark of genuineness, both in the timing, which was done by a stop watch, and in the matter written, which was furnished by the teachers or students.

HAROLD H. SMITH

Postcarditis

In this department we will publish each month the names of the writers of Gregg Shorthand who desire to exchange postals "written in shorthand" with other writers of the system in any part of the world. Every applicant must be a subscriber to this magazine. Names are not repeated after first publication. The application for enrollment must be written in shorthand, with the name and address in longhand. Conducted by Merritt Brown, care of Gregg Writer, Chicago, Illinois, to whom all communications relating to this department should be addressed.

WITH apologies to the author of "Nellie Gray," and the very best of good wishes for a Merry Christmas and Happy New Year to one and all, we submit

THE CHRISTMAS CAROL OF THE POST CARD FIEND.

(Most effective heard across the waters.)

I have taken "Postcarditis,"
And the cards come by the score.
My receiving basket's filled up to the brim.
I must beg your kind indulgence
If the answers do not pour
Out as steadily as messages come in.

My intention—it is good—
But I'm buried 'neath the flood
Which increases every mail-delivery, too,
Besides the sense of duty
Imposed on me by my vow,
I am worried over "cents" in postage due.

If I fail to write you promptly
Do not think I mean to shirk
My share of the correspondence asked of you
When I sent my application —
In my very finest quirks—
To the circle which had then admitted you.

Perhaps I am not sure
Of your shorthand signature,
And am still attempting hard to make it
out.
Or perhaps you wrote the address
So that it was not quite plain
How the card should be directed, without
doubt.

If you find an error, sometimes,
In the shorthand that I write,
Please call attention to it, I implore,
And I'll surely make improvement
Like a true, progressive Greggite—
For that's what I'm joining "Postcarditis" for.

Now the Christmas rush is on,
Time before you know it's gone,
Preparing for the observance of that day.
If I do not drop a postal
Know my good wish's no less true
For Christmas and a happy New Year's
Day.

The New Members

Real Estate and Insurance

Catharine Huntsinger, Claremore, Okla.
Albert Peterson, Grafton, N. Dak.

Law

Ruth Clevenger, Avoca, Iowa.

Railway

Walter I. Brown, 125 W. Third St., Davenport, Iowa. (With Tri-City Railway & Light Companies.)

Gilberta Gruver, 127 Bullman St., Phillipsburg, N. J. (Interested in Street Railway work.)

Manufacturing

Ethel M. Weinhold, 17 Montgomery St., Lawrence, Mass. (With a worsted cloth manufacturing concern.)

Vocabulary Clan and Languages

Miss Jos. M. Henfling, 369 Sherman St., Buffalo, N. Y. (German. Also interested in book-keeping.)

General

Raymond Abadie, St. Stanislaus College, Bay St. Louis, Miss.

Florence Albertsen, Room 1102, 32 S. Wabash Ave., Chicago, Ill. (Desires cards from Western and Southern States.)

Miss Wava Archer, 95 Pearl St., Massillon, Ohio. (Prefers scenic cards.)

Harvey R. Asling, 806 Olive St., Abilene, Kans.

Emma Bausch, 45 Mariner St., Buffalo, N. Y.

Edwin A. Casper, care Plant Dept., Western Union Tel. Co., Dallas, Tex. (Would like to exchange cards with writers in foreign countries, as well as this country, especially Spanish America.)

Gladys P. Crawford, The Laurels, Margaret St., East, Toowoomba, Queensland, Australia.

E. C. Dietrich, Akron, Pa. (Is especially interested in bicycling.)

Clara Doerflinger, 19 Columbus St., Massillon, Ohio.

Ray Dolan, 510 Eighth St., Merrill, Wis.

Charles M. Dunn, 628 Miami St., Piqua, Ohio.

Harry E. Gray, Bradshaw, Nebr.

Miss Thurza Hilditch, R. F. D. No. 2, Jacksonville, Fla.

Nora M. Lyttleton, 607 Lavelle St., Peoria, Ill.

I. A. Maguire, 2924 18th Ave., S., Minneapolis, Minn.

Viola McKay, P. O. No. 405, Bishop, Cal.

The GREGG WRITER

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VOL. XV

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"Merchants Plan Business School"

UNDER this title the *Chicago Tribune* of September 6 discussed a new movement now on foot that is intended to place Chicago in the front ranks of commercial education. The *Tribune* says:

Those behind the movement say modern commercial education has been largely in the hands of teachers who have had little or no experience in business. As an appendage of the long established academic courses it has had to take a rear guard position.

Every schoolman will recognize that what the *Tribune* says about business school teachers not being trained business men is only partly true. Thousands of them are capable business men, trained in all phases of it, and are making not only an educational but a financial success of their schools—and the latter is more than can be said of the endowed institutions. Whether "making it pay" or making it educationally effective is the test, the progressive business schools, at least, will pass the test satisfactorily. The criticism is just, however, as applied to many teachers whose work is ineffective, simply because they lack contact with the business world.

Mr. W. E. Bartholomew in his address to the commercial section of the New York State Teachers' Association at Albany recently drew attention to this feature of commercial education and pointed out the necessity of keeping in close touch with modern business practices. A full report of his address is given in the April 1912 number of the *Gregg Writer*. Among other things he said:

Commercial education was established in the first place so that communities might derive a more direct return from their high school investment, and it must justify its place in a school by the way it meets successfully the demands of the business men of the community. . . . The teacher of commercial subjects is dealing with a subject matter which is not fixed but which has a constantly changing material. . . . The commercial teacher cannot do his best work unless he keeps abreast of the changes that are constantly taking place in business and business methods. . . . The commercial teacher should be acquainted with new inventions and devices in office appliances. The business man is constantly studying and investigating improvements in office machinery, filing systems and accounting, stationery. It ought to be possible for a teacher to form what to him would be an advisory council. Such a council would

provide the teacher with an opportunity to discuss the subjects he is teaching so as to make his instruction conform more nearly to modern and local practice and to receive the benefit of the actual experience which the members of the council would possess.

Now what is true of the high school commercial teacher is equally true of the private commercial school teacher. But we think that the criticism of the commercial teachers is not so much due to the fact that they do not know *what* to teach, but because they simply do not *teach* it, because of an unreasonable demand by the public for a very short course.

In the average school practically all of the time, so far as the stenographic course is concerned, is devoted to the two subjects—shorthand and typewriting—with just a little measure of business English and spelling. The student does not have an opportunity to get acquainted with some of the things that Mr. Bartholomew mentions, as, for example, filing, office appliances, office training and the mechanics of business operations. The time is too short. The business man expects the student from the business school to know about these things, and to possess a definite, technical skill in their use, and when the student does not the business school is condemned. The whole question simply rests on reducing the time required in the shorthand and typewriting—which can be accomplished only by adopting modern systems—and utilizing this saved time to prepare the student for the things the business man expects him to be able to do.

The *Tribune* article goes on to say:

It is said most of the employees come into the business office wholly untrained and the business man has to undertake their education before they really can earn any profit for him. It is estimated by competent authorities that on the average business men spend at least \$300 on the education of every beginner in a business office and with no assurance that the employee when educated will remain with them.

That is one reason why we have the \$5-a-week stenographer. It is plain that the cost of this education does not come out of the business man but out of the student, in low salary and slow promotion. When the business school can prove by the quality of its product that it can relieve the business man of the *necessity of training his employees*, it will get the business and

the consequent profits, for as the *Tribune* says:

Business men are not trained educators; they have no system and train their employees chiefly by telling them to make good or to be "fired." It is admittedly a one-sided sort of education, but it gets actual results after a fashion.

Economically, this training should be given in the school.

One point is overlooked in the whole question, and that is that the student is largely to blame for the present condition. He has demanded a short course. The schools have been hard driven between two forces. On the one hand they have tried to satisfy the demands of business men, and have, on the other hand, tried to reduce the length of time to satisfy the demands of their patrons. They have had to "make good" with both. The business student is to blame if he has to go out into the \$5 position—at a cost of \$300 to his employer—and at a cost to himself of several years' hard work at low pay. The schools could and can now supply the needed instruction. It is simply a question of "time." The student has no conception of the time needed. He fails to appreciate the fact that a month or two more in the school may make all the difference between success and failure. The schools will simply have to make their fight with the public—educate it up to the point of knowing that an efficient business course cannot be given, or *acquired*, in the short time that is now generally devoted to it.

The New York Chamber of Commerce also has under consideration a plan by which the teaching of commercial subjects may be made more effective, though upon somewhat different lines from those to be followed in Chicago. One of the immediate purposes of the committee is the establishment of a commercial scholarship fund to aid meritorious graduates of public schools in taking courses in commerce and foreign languages; to establish examinations, after the London Chamber of Commerce practice, for the awarding of certificates of proficiency, and to arrange with employers to give preference to the holders of these certificates. A free employment bureau is to be a part of the examination plan. The scholarship fund is to be an inducement to pupils to *demand*

courses in commerce and commercially important languages, and, as the report states, "thus lead the universities, high schools and elementary schools to give such courses."

A more important recommendation outlines a plan by which boy and girl pupils in the public schools would begin commercial training at the age of twelve instead of fourteen, the idea being that the first six years should be given over to elementary studies and the next six years to subjects which will help them to earn a living. If this plan is put into operation, it will be of very great benefit to the business school, for it will prepare the student definitely for the courses the business schools offer.

The report says that school authorities are, as a rule, too far removed from commercial life and too little acquainted with the needs of a practical commercial life to manage such courses and schools successfully without the assistance of business men. President Hepburn of the Chamber of Commerce has expressed the belief that the New York High School of Commerce, which is supposed to be the leading public business school in New York, is not working on the right lines because it lacks contact with business men.

All of which goes to show the trend of the modern tendency in business education. To keep in touch with this tendency and to meet the new conditions as they arise—or perhaps anticipate them a little—is of the utmost importance to commercial schoolmen and teachers, whether they are engaged in private or public school work.



"The Trouble with Shorthand"

UNDER the caption "What Is the Trouble with Shorthand?" Mr. J. N. Kimball, in his department in the *Stenographer* last month, "talks right out of meeting," as he expresses it, and we understand that many worthy people have been greatly perturbed in consequence. Now, there is nothing particularly startling in what Mr. Kimball said. We have been saying it, for lo, these many years, but we did not say it with that peculiar effectiveness that makes what

Kimball says stick in the mind. Besides, criticism from within the family circle is liable to create more of a rumpus than criticism from those on the outside! Here is, in part, what Mr. Kimball said:

Shorthand has not improved one degree for fifty years. How is that for a statement? Speaking solely of Pitmanic system first, the same systems, the same characters, the same principles, are in vogue to-day that were in vogue fifty years ago. Save for the introduction of a few odds and ends (which only make for harmony), the Isaac Pitman system is no better, as a system, than it was in 1870, and that remark applies equally to the Graham, the Benn Pitman and the Munson, in other words, to all varieties of Pitmanic shorthand. There is not a principle in any of these systems that was not embodied in some one of them in 1860. There are no better writers to-day than there were in 1860. There is no greater speed, no greater legibility in any, than there was in 1860. The text-books of to-day differ from those of fifty years ago in minor points only—any student could learn from one of the old books as well as from one of the new, and when he knew the system taught by that book he would practically, and to all intents and purposes, know the system as taught to-day.

What is the matter with shorthand? Why has it stood still for fifty years—yes, and for nearly a hundred, for that matter? We use the same longhand that we used fifty years ago—but we have new methods of writing longhand which are four times as fast as we had then, and four times as legible in the result. The world moves—in everything but shorthand.

Mr. Kimball then proceeds to emphasize the importance of accuracy. He says:

The crying call of business, to-day, is something in the way of shorthand which has at the bottom two fundamental sureties—that it can be written as fast as the requirements call for—that it can be read with absolute accuracy no matter at what speed it is written. There is hardly an office in the country but has its stenographer—there is scarcely one in a hundred that has even a good one—if by "good one" is meant the fulfilling of the two conditions I have spoken of. The moment the speed happens to get a little lively there is sure to happen one of two things—"didn't get it all" or "can't read it all," and the business man simply has to adapt himself to his employee—while the reverse is what should be.

These remarks are all to our liking. They recall the fact that the two highest records for accuracy on solid, non-court matter, made in the International Shorthand Speed Contests—contests that were participated in by some of the most ex-

perienced and capable reporters in the world—were made by a boy and a girl of eighteen years of age who wrote Gregg Shorthand. Those records were 99.6 per cent perfect and 99.4 per cent perfect, respectively. The Official Report of the 1911 contest says:

In looking over the records of the past we find that the previous accuracy record was that of Miss Tarr, made in Washington in a contest held by the Eastern Commercial Teachers' Association in 1910, when she wrote at the rate of 140 words per minute with an accuracy record of 99.4 per cent perfect. This record on straight matter is now broken by Mr. Swem, who on the 170 test has made but three errors, giving him 99.6 per cent accuracy.

All of which lends point to Mr. Kimball's assertion that no improvement has been made in *Pitmanic* shorthand in fifty years, and emphasizes by contrast the very great improvement that has been made in the art itself through the instrumentality of Gregg Shorthand.



"Standard" Shorthand

A BOSTON newspaper, in advising young people to study shorthand, says: "A standard system should be studied." What is a standard system these days? Some years ago it was maintained that the Benn Pitman system was the standard because the government report showed that it was taught in more schools than any other. As the last government report shows that Gregg Shorthand is taught in twice as many schools as are teaching the Benn Pitman, it follows that the only standard is Gregg Shorthand.

But perhaps the old-time systems have a new way of determining the standard. They are becoming very adroit in changing ground.



Recent Shorthand Statistics

WE ARE compiling statistics about the teaching of shorthand in the public schools, and, although the work has not yet been completed, the information already secured will be of interest to many of our readers. The work of the eastern office was delayed by pressure

of other matters, but we expect to give the figures for the entire country in a future issue.

The information obtained with regard to the states included in the territory of the western offices—that is, for thirty-one states west of Pennsylvania—indicate that shorthand is taught in the public schools of 876 cities. There are twenty-four different text-books or systems used in the schools of these cities. Gregg Shorthand is taught in the public schools of 533 cities; the total for the twenty-three other text-books or systems is 343 cities.

When it is remembered that twelve years ago Gregg Shorthand was taught in the public schools of but twenty-eight of these cities, the significance of these figures will be made clear.



Brevities

Mr. W. C. Oelkers, secretary of "The Stenographers' Efficiency Club," calls our attention to the fact that this organization was formed in Lincoln, Nebr.—not Omaha. Selah!

* * *

We cull this from our contemporary, the *Stenographer*:

Even the universities are coming out with good words for stenography, as witness this from the professor of a Chicago institution. We fear, however, that he is liable to undergo trial as heretic at the hands of his brother L.L.D. and P.H.B.

I know of no other study more beneficial than stenography after the education in English is completed, for it teaches the mind and the hand to work in unison and with lightning rapidity. It is my opinion that a course in stenography would do some college students more good than all the Latin and Greek they have gingerly nibbled, and save them time and money. Whatever profession he adopts, the individual will find that a thorough knowledge of shorthand is highly beneficial.

* * *

Mr. F. G. Nichols, Director of Business Education, Rochester, N. Y. (formerly Inspector of Commercial Education for New York), writes:

We were very much pleased with the results obtained last year.

You may be interested in the following figures, which show results "before and after":

In June, 1910, our class that had had *sixty* weeks' instruction took the Regents' examination, fifty-word test, and secured an average of 81.3-5 per cent, the highest being 92 per cent and the lowest 65 per cent.

In June, 1911, our class that had been studying shorthand *sixty* weeks took the examination and secured an average of 82.2-3 per cent, the highest being 84 per cent and the lowest 81 per cent. I should say that in both of the above years only those who had some chance of passing were permitted to try.

In June, 1912, the end of the first year in which Gregg was used, *all* of our class that had studied shorthand *forty* weeks took the examination and secured an average of 91.3-5 per cent, the highest being 98 per cent and the lowest 80 per cent.

* * *

A consolidation has been effected of the well-known reporting firms of Fred H. Gurtler & Co. and Lockwood & Johnson. The new firm will be known as Gurtler, Lockwood & Johnson, with offices in the new City Hall Square Bldg., Chicago.

* * *

Do you ever stop to think of the amount of mental and physical labor involved in the preparation of this magazine each month? If you find the result of that labor helpful to you, may we hope that you will do what you can to assist in extending the circulation?

* * *

The Pomona (Cal.) *Review* has this interesting item:

A German named Oswald Poppe, has invented a wonderful automatic typewriter, for making numerous copies of the same letter. The machine has almost human sagacity, for, it will not only make a straight copy, but will leave out any part indicated, fill in new matter, make corrections, etc. When the original letter is written a sort of pattern is automatically punched in a paper ribbon. All that is necessary then to reproduce the letter is to run the pattern through the machine, somewhat on the principle of the auto piano.

* * *

Miss Annie Greenwood in a recent number of the Minneapolis *News*, says: "As a vocation stenography offers most alluring possibilities for increased culture, social and material advancement and remunerative employment. While it is a fact that thousands of so-called stenographers are looking in vain for work, it is also a fact that stenographic positions offering substantial salaries and many advantages are constantly awaiting the man or woman

who has been properly trained. Very frequently, however, the knowledge of stenography is used not as an end, but as a means to some other end in view. As a stepping-stone to success the writer knows of no more potent and accessible force than a complete mastery of this art."

* * *

At the recent convention of the National Shorthand Reporters' Association, Mr. W. M. Clift, Director of the Bureau of Information, reported that there were about 500,000 shorthand writers in the United States, according to the last census, and that less than ten per cent of such shorthand writers are reporters and, according to the best available returns, not more than 2200 stenographers who do law and general reporting. There are 83 United States Courts in the country, and probably not more than 300 reporters who do any work in them, so that not much more than 10 per cent of the law reporters of the country are directly affected by the proposed legislation.

* * *

Copy of Affidavit of Ownership and Management of the Gregg Writer, published monthly at Chicago, Ill.

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(Signed) JOHN R. GREGG.

Sworn to and subscribed before me the fifth day of October, 1912.

(Signed) HAROLD VARCOE

(Notary Public No. 17, New York County).

Talks on Office Training

The Fourth Step—the Composition of Business Letters. (Continued)

WITH the idea to start with, the next question naturally arising is—"How can I best express the idea I want to convey so that it will have the desired effect on the recipient?"

We will discuss briefly some of the points that will aid in securing clear expression of our ideas. In this article we shall talk about some of the specific qualities of expression that go to make up effective letters.

The most important thing to be considered about a letter is the message it is to carry. Since the message itself is the occasion for writing the letter, it is evident that the first thought of the writer should be directed to what this is to be, and next how best to express it to convey the ideas most clearly and convincingly.

The quality of supreme importance, after the message itself is determined, is *clearness*. If the reader of your letter fails to understand the meaning you intend to convey, its effectiveness is to a large extent destroyed.

Use Words That are Understood

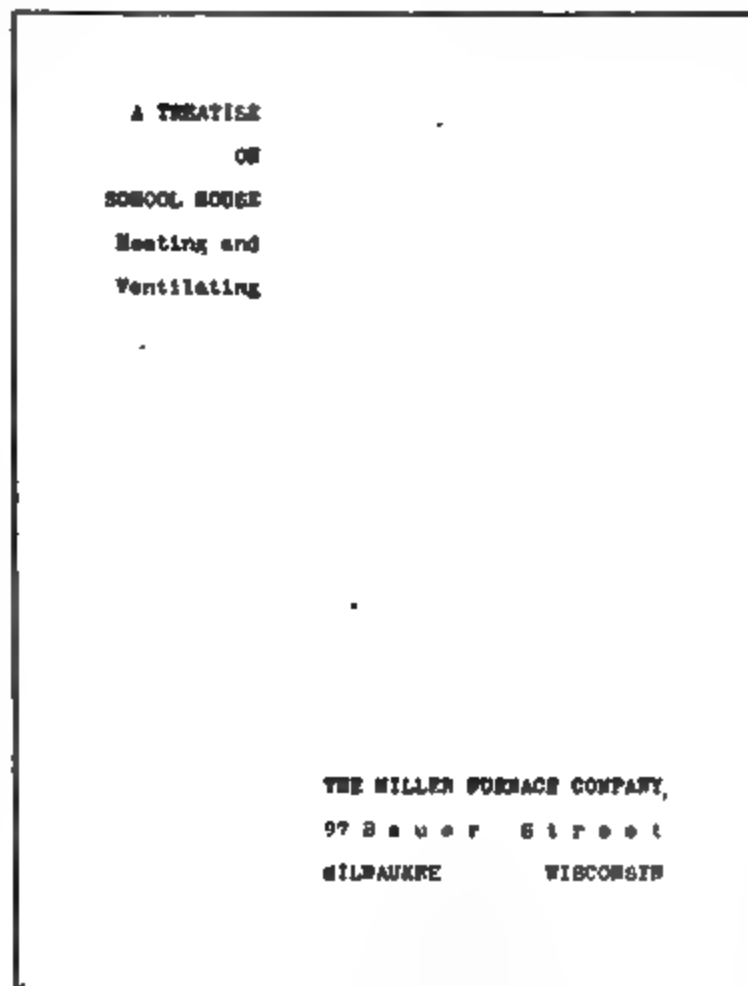
One of the first essentials to good style

in business letter writing is a thorough command of an adequate vocabulary—selected with discrimination. The term "vocabulary" naturally brings to the mind of the average person the idea of an interminable list of long and unusual words.

But just the opposite from that is what is wanted by the writer of business letters. You must keep in mind always that your letter, to be effective, must be understood and words that have a common meaning to the greatest number are the most potent. Your words must be adapted in large measure to those to whom you are writing. You can make no mistake in using *simple* words; your long and "stylish" words might be misunderstood.

The basis of the English language is the Anglo-Saxon

element. The common words of everyday use—the words we hear in the shops, in the streets, in the markets, in ordinary conversation; the hard-hitting, clean-cut, convincing words—are of Anglo-Saxon origin. They are essentially the words of business because they are a natural means of expression. The writer of business let-



SIMPLE AND ARTISTIC DESIGN FOR BOOKLET COVER.
SUBMITTED BY FRANK C. SCOTT, CUSTER, MONT.

ters needs to make careful study of this element in the English language. The supreme advantage of their use lies in the fact that they are understood by the masses of the people.

One of our most successful writers of today says: "Stick to short words, short sentences, short paragraphs; in short, make a cult of the 'short.' Never use a two-syllable word where a one-syllable word will do the work."

Plainness in a business letter should never be feared by the writer. But this does not mean that he should not make his language graceful and beautiful by the wise selection of the words he uses, and by the artistry with which he weaves them together. It is well to remember that there are words in which "an unaccountable spell lurks in every syllable," others in which there is a perfect symphony of sound, and still others that are discordant, harsh, unpleasant.

The problem of the selection of words is largely a question of taste, but the important thing to determine is their appropriateness. The appropriate use of a word consists simply in selecting the right word for the right place. If, for example, you say "she held the watch in her delicate fist," it is clear that "fist" is decidedly an inappropriate word. It is not in harmony with the subject under discussion. To get the right word for the right place requires intelligent study—but it is worth it.

While it is true that short, simple words are generally to be preferred, longer words, if they convey *exactly* the meaning you intend, are often advisable. A long word

is often not only much more expressive, but effects an important economy in attention. The test to apply to every word is:

Does it express the *meaning*?

Will it be *understood*?

Is it the *best* word for the purpose?

Is it *necessary* to make the sentence *clear*?

A dictionary is a valuable aid in studying words, but it is well to bear in mind that the dictionary contains thousands of words that are not in *current* use. For this

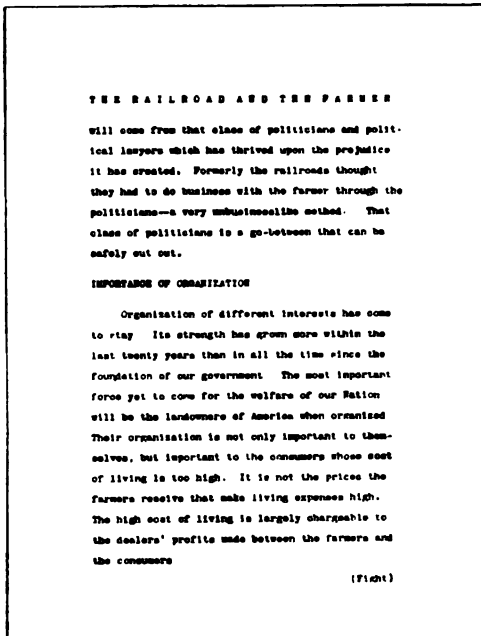
reason it is not always a safe guide. The way in which the best contemporary writers use words is the most practical guide.

Some Words to Avoid

There are some words of current use, however, that should be avoided as much as possible in business letters. They are such words as "here-with," "hereby," "thereto," "furthermore," "inasmuch," etc. They should be avoided for the reason that they are formal, stiff, and lifeless—they give your letter too much the air of a legal

document. There are words, too, that carry with them disagreeable *association*. Take, as an example, the word "mortgage." There are thousands of people to whom the mere sound of that word is a nightmare! This is mentioned simply to show that there is much *more* to a word than its dictionary meaning.

In writing to persons not in the "trade"—that is, those who are likely to be unfamiliar with the phrasology peculiar to any particular line of business—avoid the use of *technical* terms; such, for example, as "to cover cost of transportation." In such an instance "freight" or "express"



WELL-BALANCED PAGE SHOWING RUNNING HEAD. SUBMITTED BY FRANK C. SCOTT, CUSTER, MONT.

charges would be much clearer to the average person. Avoid also the use of such hackneyed expressions as "valued favor," "esteemed inquiry," "your esteemed favor," "enclose please find," "we enclose herewith," (if a thing is *enclosed* it *necessarily* must be herewith), "we take pleasure in informing you." "Valued" and "esteemed" as thus used are meaningless. They are relics of a by-gone age.

Cultivate originality in the use of words. Say old things in a new way, and you immediately focus attention. If you write, "an analysis of stenographic conditions in the time of Caesar," it will not create nearly so vivid an impression as if you say, "pity poor Caesar, his stenographers did not use Gregg Shorthand."

How to Construct Effective Sentences

The next point to be considered—after you have decided that you will use simple, understandable words—is your sentence structure. I will not attempt to go into the grammar of the sentence—I will take it for granted you know something of *that*. Besides, "grammar" is one of those words that brings up very disagreeable associations! The sentence question will simply be discussed in a very practical way. It is more important from a business viewpoint to use words fraught with *meaning* than to be slavishly grammatical.

The first requirement in the writing of effective sentences is that the *arrangement of the words be logical*. An important thought that we must hold in mind is that the ordinary sentence makes a statement and is through; but the "business" sentence must do more than this—it must describe, convince, sell, conciliate.

Two Important Sentence Structures

The natural business sentence is the "loose" sentence. The loose sentence is one which may be *ended at a point earlier than its close*. Examples:

The position will pay \$1,500.00 for nine months' work and is a desirable position in every way.

The cheap postage stamp has already increased business correspondence prodigiously, but it has had a far different effect on that of friendship.

The city of San Francisco was shaken by a great earthquake in the month of April, 1906,

and was afterwards almost entirely consumed by fire.

The loose sentence is especially useful in business correspondence because of its natural, easy style. In a large proportion of all business writing loose sentences are employed to the almost complete exclusion of other kinds, simply because the normal English sentence *is* loose. Well-constructed, loose sentences may show considerable variety in the way their parts are put together. Unless well kept in hand, however, they may easily become slovenly. In constructing loose sentences avoid using similar beginnings, the repetition of "and," and closing them in the same way.

There is one important quality to be observed in writing any kind of a sentence—arrange the parts so that the *bearing of one part to another will be clearly understood*.

Another kind of sentence that is particularly useful in business letters is the periodic. A periodic sentence is one which is not a grammatically complete statement until the last word is reached; in other words, it holds the thought in suspension until the close of the sentence.

Examples: When the press is free and every man is able to read, all is safe.

When you have looked into the questions, and have decided what course you ought to take, we shall be glad to know your decision.

The periodic sentence has but one important value in business writing—it forces the reader to wait for the full meaning until the end of the sentence is reached, thus stimulating his interest. It also prevents the writer stating his idea and then modifying it many times, as is the tendency in the loose sentence. A series of periodic sentences, however, would be inappropriate in business letter writing, because it would tend to make the writing too formal. Loose sentences may often be converted into periodic sentences by inversion.

Short Sentences Best

The length of the sentences we use has an important bearing on the effectiveness of our language. Correspondence English runs to what has been aptly termed the "salesmanship style"—short, snappy, full-freighted sentences. It is a variation of

the epigrammatic style, with good strong, selling arguments added to it. Short sentences, like short words, are much more easily understood. The short sentence lends itself naturally to simplicity of treatment, if properly handled; but a series of short sentences, unrelieved by an occasional longer one, produce an effect of distracting jerkiness. A succession of long sentences, on the other hand, produces a heaviness and formality that would be out of place in business correspondence. It is by a judicious mixing of the two that the best effect may be produced. Note how effectively short sentences are used in the following examples:

Young men, you are the architects of your own fortunes. Rely upon your own strength of body and soul. Take for your star, self-reliance. Don't take too much advice. Keep at your helm, steer your own ship, and remember that the great art of commanding is to take a fair share of the work. Think well of yourself. Strike out. Be in earnest. Be self-reliant. Be generous. Be civil. Read the papers. Advertise your business. Make money and do good with it. Love your God and your fellowmen. Love truth and virtue. Love your country and obey its laws.—*President Porter.*

A young man has always had to help make his opportunities, and he must do that to-day as ever. But young men fail more nowadays than they used to because they expect to reap almost as soon as they sow. That is the very great trouble with the young men of the present. They expect opportunities to come to them without application, or the proper shaping of things so that opportunities will drift their way. You have to keep your eyes open and catch hold of things; they'll not catch hold of you, as a rule.—*Jas. J. Hill.*

(To be continued.)

Miss Tarr as a Typist

WE ARE indebted to the Remington Typewriter Company for the accompanying photo of Miss Salome L. Tarr, whose fame as a shorthand writer extends throughout the shorthand world. Miss Tarr, who is but nineteen, first sprang into prominence in the Fifth International Shorthand Speed Contest at Washington in 1910, when she won third place and established a world's record for accuracy—99.4 per cent. In the speed contest of the National Shorthand Reporters' Association at Buffalo, 1912, she was

awarded speed certificates for 205 words per minute on court testimony, and 181 words per minute on straight matter. In the latter part of the summer Miss Tarr sprang into national prominence on account of her unusual work in reporting and transcribing Governor Wilson's speech of

acceptance. The remarkable feature of her work in reporting Governor Wilson's speech was the promptness with which she delivered the complete transcript. Her notable work attracted attention everywhere, and an account of it was printed by hundreds of papers throughout the country.

Miss Tarr's work emphasizes the point that her remarkable success is due to her combined ability as a shorthand writer and typist. Her fame as a shorthand writer has completely overshadowed her work as a typist. But it was only by a rare combination of the two that she was able to do such amazingly good work. Her picture at her machine is therefore all the more interesting.

"Where there is a will there is a way."

—By *Elbert Hubbard.*

Educational Correspondence

(The key to this plate will be given next month.)

[illegible][illegible]

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 ۴۔ سید کا بیٹا سید محمد علی علیہ السلام
 ۵۔ سید کا بیٹا سید محمد علی علیہ السلام

Q's and A's

Conducted by Alice M. Hunter, 32 South Wabash Avenue, Chicago, to whom all communications relating to this department should be addressed. Answers to the questions in this issue must be in our hands by January 15, and will be published in the February number. An award of 50c is given each month for the best answer received on each question, twenty-five cents each for all other contributions published.

The Art of Letter Writing

Some Suggestions From Lord Chesterfield

NEARLY two hundred years ago there lived in England a nobleman whose letters have been handed down to us as models of style and elegance. The fact that Lord Chesterfield wrote letters that have lived when all else that came from his pen has been forgotten makes his suggestions on letter writing of peculiar value to those who would attain proficiency in the epistolary art.

It is a matter of common acceptance that very seldom does a nobleman born leave behind him much trace of his existence outside of the pages of the peerage book. Even more rare is it that such a man exerts an influence on the generations that follow him. Lord Chesterfield, however, is an exception to this rule.

Born in England in 1694 in a period of corruption and profligacy he served his country in various capacities through a long and active life. Educated in Cambridge, successively a member of the House of Commons, the House of Lords, and envoy to Holland and high steward of the king's household, he was for many years prominently before the eyes of the English people. Possibly the most important service he rendered to posterity was his reformation of the calendar. The story of how this was accomplished in spite of great opposition may be found in any history of Chesterfield's life.

To know something of Chesterfield, his reputation and his character, is necessary in order to understand the literature of the eighteenth and nineteenth centuries. As W. H. Craig says, in his excellent *Life of Lord Chesterfield*: "From historian to metaphysician; from the lordly critic to the novelist, pure and simple, all teem with

allusion to him in some shape or other; the difficulty being to find an author who ignores him altogether."

In fiction possibly the best known characters for whom Chesterfield is supposed to be the inspiration are in Smollett's *Roderick Random*, and Dickens' *Barnaby Rudge*.

The quotations from Chesterfield which follow deal with the writing of business letters. They must, of course, be read in the light of the times in which they were written, but the advice they contain is unquestionably sound.

To the reader whom this sketch has succeeded in interesting in Chesterfield, his life and works, we would commend for careful reading a good edition of the Chesterfield letters. Like many good things of standard literature, they are recommended for an occasional hour's thoughtful reading rather than for continued perusal from cover to cover. While a volume of this kind will not hold the reader's attention in the same way as will a modern novel, it will do much to stimulate thought and illumine future reading.

The first thing necessary in writing letters of business is extreme clearness and perspicuity; every paragraph should be so clear and unambiguous, that the dullest fellow in the world may not be able to mistake it, nor obliged to read it twice in order to understand it. This necessary clearness implies a correctness, without excluding an elegance of style. Tropes, figures, antitheses, epigrams, etc., would be as misplaced and as impertinent in letters of business, as they are sometimes (if judiciously used) proper and pleasing in familiar letters, upon common and trite subjects. In business, an elegant simplicity, the result of care, not of labour, is required. Business must be well, not affectedly, dressed, but by no means negligently. Let your first attention be to clearness, and

read every paragraph after you have written it, in the critical view of discovering whether it is possible that any one man can mistake the true sense of it; and correct it accordingly.

* * *

If you speak the sense of an angel, in bad words, and with a disagreeable utterance, nobody will hear you twice, who can help it. If you write epistles as well as Cicero, but in a very bad hand, and very ill-spelled, whoever receives, will laugh at them; and if you had the figure of Adonis, with an awkward air and motions, it will disgust instead of pleasing. Study manner therefore in everything, if you would be anything.

* * *

Politeness is as much concerned in answering letters within a reasonable time, as it is in returning a bow, immediately. . . . Letters of business must be answered immediately, and are the easiest to write or to answer, for the subject is ready. There must be no prettinesses, no quaintnesses, no antitheses, nor even wit.

* * *

Style is the dress of thoughts; and let them be ever so just, if your style is homely, coarse, and vulgar, they will appear to as much disadvantage, and be as ill received as your person, though ever so well proportioned, would, if dressed in rags, dirt, and tatters. It is not every understanding that can judge of matter, but every ear can and does judge, more or less, of style; and were I either to speak or write to the public, I should prefer moderate matter, adorned with all the beauties and elegances of style, to the strongest matter in the world, ill-worded and ill-delivered.



The Use of the Title *Miss*

6. Should a young lady, who is assistant cashier in a bank, place the title "*Miss*" before her name in signing drafts, notes, checks, etc.? If so, should "*Miss*" be enclosed in parentheses?

The weight of opinion as well as of usage seems to be against the prefixing of the title *Miss* or *Mrs.* to the name of a business woman in signing business papers. Miss Ruth Styer, Benkelman, Nebr., in her discussion says:

A person who acts as cashier, in signing drafts, notes, checks, etc., should spend as little time as possible in writing his own name.

Members of the masculine sex never write the title *Mr.* before their name, and it is therefore unnecessary for a lady to write *Miss* or *Mrs.* The name should be made as short as possible and always written the same way.

In supporting this decision Mr. Arthur Skeeles, Ellwood City, Pa., makes the following ruling:

The only reason for ever placing the title *Miss* or *Mrs.* before a woman's name is to enable the correspondent to address a reply properly. The title should be prefixed when writing to a stranger from whom you expect a reply, and at no other time. So long as the bank on which the draft is drawn recognizes her signature as valid, nothing else about her matters to the holder of the draft.

Another contributor with a decidedly negative verdict is Mr. Frank Dawson, Williamstown, W. Va. He expresses himself thus:

Decidedly no. If the recipient of a check or note be especially interested in the gender of the maker, he has the right to call at the bank and find out; otherwise, the regularly appointed assistant cashier of a bank may sign all papers for which he or she is eligible, without any qualifying term.

Mr. B. S. Barrett, Brooklyn, N. Y., brings out the point that while this title is unnecessary in signing checks, notes or drafts, it is absolutely essential in other cases. Mr. Barrett's contribution reads:

As to using the title in signing checks, etc., I should say, decidedly, no. The question of sex does not arise in such cases, and the title is wholly unnecessary; but in signing deeds, or other legal papers, where it is necessary to know whether it is the signature of a man or a woman, and whether a single or married woman, the title is required. In writing letters, also, the title should be used, especially if an answer is expected, so that the correspondent may know how properly to address the writer of the missive. In short, it is simply a question whether the circumstances render it necessary that the sex should be known.

A minority verdict in the case in favor of the invariable use of *Miss* and *Mrs.* is returned by Mr. H. E. Kemp, Decatur, Ill., who quotes the following text-book rule:

A business woman should never neglect to prefix to her signature the title *Miss* or *Mrs.* in parentheses. The correct form of signature for a woman is (*Miss*) Anna C. Cornwall, or (*Mrs.*) J. B. Gordon.

As practical exceptions to this rule we could cite numerous instances of well-known women who in business and official communications do not prefix a title to their signature.

Other readers whose contributions are worthy of mention are Miss Eva Jackson, South Bend, Ind.; Mr. W. S. Hollis, Portland, Ore., and Mr. Sam J. Bradfield, Decatur, Ill.

Pen or Pencil?

7. Will you kindly discuss in an early issue of the *Gregg Writer* the relative value of the use of pen and ink, fountain pen, and pencil as instruments for writing shorthand?

Probably no subject in connection with shorthand practice has been more frequently and more widely discussed than this. One of the best things on the subject ever written will be found in *The Factors of Shorthand Speed*, by David Wolfe Brown. We are indebted to Brother John L. Voelker, Holy Rosary School, Dayton, Ohio, for placing before us in a small space the gist of the arguments set forth in this book.

REASONS IN FAVOR OF THE PEN

1. It requires less muscular exertion. The pen-writer works for longer periods with less fatigue. In many cases the pencil makes an impression through two or three pages of the notebook.

2. The pen permits and promotes a lightness of touch, and this conduces to speed.

3. Pen notes are better adapted for preservation than pencil notes, which even ordinary handling tends to blur.

4. Pen notes are more legible, especially when they must be read at night.

5. Neater notes can be made with the pen than with pencil.

6. Pencil notes, in consequence of their intrinsic illegibility, can seldom be transcribed by other persons than the writer.

7. The old objection, based on loss of time by pen-dipping, has been made obsolete by the introduction of the fountain pen.

8. All official reporting of the U. S. Senate for forty years has been done with the pen.

9. If the advantages of the pen are to be enjoyed, it must be held in the right way, and its proper management must have been acquired by sufficient practice.

10. Note this one consideration of overwhelming force—the liability of the pencil point to break treacherously at a most critical moment.

Of interest in this connection is the discussion of *How the Writers Worked*, which may be found in the September, 1912, *Gregg Writer* in the account of the speed contest of the National Shorthand Reporters' Association. Expert writers use all three instruments mentioned, and the ultimate decision will always be a matter of individual preference. Mr. H. E. Kemp emphasizes this and at the same time brings out the importance of the expert writer placing himself beyond the power of luck or accident.

Get it down, and in such a way that you are able to read it afterwards, whatever tools are used! Get that. If you are in the habit of using a fountain pen, always have at least two, filled, ready for use. Have one or more good pencils ready, always, in case of emergency, but more than that, become accustomed to using them.

Use black, red, green, purple, or violet ink, any color of pencil, a goose quill, or, as a last resort, use a pin or nail and scratch on the furniture, but "get it down!" Get that! The idea is to find out which tools are best adapted to your use and temperament, then get used to them. Most, if not all, shorthand writers will do best by learning to use and by adapting themselves to at least two writing instruments. Some hunters would bag much more game under the same circumstances with an old muzzle loading shotgun than others with the best gun made, simply because, in both cases, they know the tool with which they work. If you are given a "Message to Garcia," deliver it, whatever happens.

The verdict of our contributors is as follows: Those in favor of the use of the fountain pen are Mr. R. E. Young, Galesburg, Ill., and Mr. H. Frank Dawson, Williamstown, W. Va.; Mr. Samuel J. Bradfield, Decatur, Ill., and Mr. B. S. Barrett, Brooklyn, N. Y., favor the pencil, while the dip pen finds an advocate in Mr. W. S. Hollis, Portland, Ore.



Working Speed in Typewriting

8. What is the ordinary working speed of a typist in performing his regular duties in an office?

The estimate of Mr. Arthur Skeeles is as follows: If the typist is "ordinary," his speed is about twenty-five words a minute; if he is a "first-class" operator, his speed is fifty words; if he may be ranked as an "expert," his speed must be seventy-five or more. The reports of the International Contests which appear in another section of this issue will form an interesting supplement to this analysis. The amateur record now equals the professional; the school record is higher than many former professional records, and the logical conclusion is that the practical office typist of to-day writes faster than the professional operator of yesterday. We certainly believe this to be true and, though our other contributors place a standard as low as does Mr. Skeeles, we would suggest that the "ordinary" rate

given may do for an "ordinary" beginner, but that it is not up to the standard fixed for an experienced writer who makes any pretension of being a success.



Should a Stenographer Correct His Employer's Errors?

9. If the stenographer feels sure that the matter being dictated is grammatically incorrect, should he take issue with his employer and endeavor to prove to him wherein he is wrong, or should he go on and write the matter as dictated?

Mr. Walter E. Lindig, Brooklyn, N. Y., puts the case as follows:

All sensible employers appreciate the offices of a good stenographer and his suggestions—when they are made in a tactful spirit and not with an air of superior intelligence or literary ability.

The stenographer should, of course, be sure of his ground before attempting revision.

Until he is proficient in composition, punctuation, etc., he is in no position to render aid to his employer.

Few men, however, are able to dictate perfect letters off hand. They usually expect a stenographer to correct their errors, to make clear ambiguous statements and to make the finished letters as presentable as possible.

On the other hand, some employers whose choice of language is good, whose construction is orderly and clear, resent the slightest change. In such cases, the stenographer should transcribe word for word, as dictated.

A page from her own experience is presented by Miss Amy Park, Terre Haute, Ind.:

My experience has taught me that the best way to solve this problem is to correct the errors either as I take the dictation or as I transcribe, without having first discussed the matter with the dictator.

When I took my present position several years ago it was my first permanent position and as I had been instructed at school to make such corrections I did so without asking any questions. I soon learned that an ability not only to correct minor grammatical errors but also to change the construction of whole sentences was one of the chief qualifications desired in this position. At that time there was in the firm an elderly gentleman, who was much crowded with work and who frequently dictated letters and legal papers which required considerable reconstructing and straightening out. One of his main mistakes was to repeat the same thing several times, this perhaps being due to the volume of his work and the many matters requiring his attention. One of his most common expressions when he had finished

dictation was, "Now, you write it out and just straighten it out and make it read as I want it to."

I have since adopted the plan of correcting matter as it is dictated if the errors are slight, but if they are such as to require complete reconstruction of sentences and the dictation is so rapid that this method is impracticable, I make corrections as I transcribe, but always without asking permission to do so. Of course, as I am familiar with the work and handle part of the correspondence without dictation this is permissible, but I have also done considerable public work, some court reporting, taking depositions, etc., and my experience has shown me that men expect this to be done without questions and comment, and consider that unless a stenographer is capable of doing this sort of work and does it without being told, she is not well qualified. However, there might well be some persons who would prefer that the stenographer should not take the liberty of changing their dictation without first consulting them, but since the greater part of the time when the transcript is being prepared the dictator is away from the office, if an error were not discovered and discussed with the dictator at the time the dictation was taken, it would result in considerable loss of time to have to suspend work until the dictator returned.

A brief statement which puts her side of the question clearly before us is submitted by Miss Elva M. Joliff, Kansas City, Mo.:

In my experience I have found it better in transcribing my notes to correct any grammatical errors which may have been made by the dictator, but have never considered it necessary to mention the matter to him. The majority of business men have neither the time nor the inclination to discuss such matters, but expect the stenographer to have sufficient knowledge of grammar to avoid the use of incorrect expressions.

To Miss Edith L. Mook, Denver, Colo., however, we are giving the award for her discussion of this problem. Based as this discussion is on sound judgment and reinforced by practical and successful experience, the advice it contains can be safely followed to the letter by the young stenographer to whom this problem has presented itself for the first time.

In answer to Question No. 9, I should do neither. I should correct everything I knew to be an error, grammatical or otherwise, as I transcribed, without changing the intended sense of the matter dictated. It seems to me that part of the duty of a first-class stenographer is to make such corrections as are necessary. The chances are the employer will be grateful for such assistance. It is often difficult for a dictator to carry long sentences in his mind and he

makes grammatical errors through lapses of memory as to what he has already said. Again, an employer of great natural ability and worthy attainments in the business world may have had small opportunity in his youth for what we are pleased to call "education," and he appreciates the stenographer who will look after his interests in every possible way. He doesn't want a machine, but an intelligent individual interested in his work.

If an employer objected to my corrections and I felt sure of being right, I would endeavor to explain my point of view in as amiable a way as possible, giving my reasons or authority for same and trying to avoid any show of egotism or superior knowledge.

There may be here and there an employer who would take issue with a stenographer for not transcribing the work exactly as given, errors and all, in which case my action would be governed somewhat by circumstances; but I do not feel sure that it is ever wise for a stenographer to attempt to hold a position where expected to do work which is absolutely incorrect. If obliged to retain the position through force of circumstances and the errors were positively insisted upon, I should comply temporarily, but make every effort to secure another position as soon as possible. To do incorrect work reflects upon the reputation of the stenographer. Some of it is almost sure to go to people who know, even if the employer does not. Then, too, there is much in the force of habit, and, after becoming accustomed to including errors over a considerable period of time, it is not so easy to again resume habits of carefulness and accuracy.

This question proved unusually popular, and we regret that we are unable to quote from the opinions expressed by Miss Carita L. Cutler, Worcester, Mass.; Mr. Arthur G. Skeeles, Ellwood City, Pa.; Mr. Samuel J. Bradfield, Decatur, Ill.; Mr. H. Frank Dawson, Williamstown, W. Va.; Miss Eva Jackson, South Bend, Ind.; Miss Helen Yungbluth, Marquette, Mich.; Miss Ethel G. Stone, Logan, W. Va.; Mr. B. S. Barrett, Brooklyn, N. Y.; Mr. W. S. Hollis, Portland, Ore., and Mr. Frederick R. Austin, Detroit, Mich.



One Cause of Retarded Shorthand Speed

10. A reader who has been studying shorthand alone experiences some difficulty in acquiring speed. He writes that he has seen a statement in a shorthand text-book to the effect that the average person can write longhand at the rate of forty words a minute. This reader, however, finds that his rate of longhand writing is not more than twenty-five words a minute and he is wondering as to whether this fact

retards his shorthand speed. Will contributors please discuss fully?

Mr. Charles J. Hausman, Brooklyn, N. Y., writes as follows against the theory outlined in this question:

To say that one's shorthand speed is determined by the rate of speed acquired in longhand is quite erroneous. The writer finds that he had the same difficulty with regard to longhand writing. He, too, could not write speedily and have his copy legible. But that did not retard his shorthand speed. In fact, it aided him.

The very fact that a person cannot write speedily in longhand will enable him to acquire more speed in shorthand. If you consider that action is coupled with thought, you will appreciate the truth of this. The person who thinks slowly, will most often act slowly; and he who thinks quickly, will invariably act quickly. Therefore, speed will be determined by thought action.

When we examine the problem at hand, we must consider the following question: "Will the thought grasping of a slow longhand writer be slower or faster than that of a shorthand writer?" That depends upon his mastery of the shorthand system he writes. If he will master his shorthand principles, he will write more rapidly. Similarly, if he has more practice with longhand, he will excel in that, so, then, one way out of the difficulty is by devoting more time to shorthand practice.

The reason is easily understood. Each habit that we contract, no matter whether good or evil, is governed by a new set of neurones, or nerves in the brain. So, the person who is learning to write shorthand is setting into being a new set of neurones, different from those which are the longhand writing neurones. Therefore, since the two systems of writing are gained through two different processes, the thought grasping of either system will depend upon the means employed in forming the two habits.

Now, then, if this shorthand student has allowed exceptions to the habit of writing longhand to slip in, let him see to it that he does not allow exceptions to slip into his shorthand practice. Prof. James in his book on psychology sums up this argument in these famous words: "Lock yourself with as strong an initiative as possible. Do not allow any exceptions to occur, until you are sure you have mastered the habit." Therefore, take this to heart, forget the suggestion put forth by that shorthand text-book, and form the right sort of habit. That will enable you to increase your rate of speed in shorthand.

On the other side of the subject, Mr. Kemp upholds the necessity of hand training and suggests methods of correcting the difficulty. This opinion, based as it is on successful teaching experience, strikes, we believe, at the root of the matter:

reporters and the big army of ambitious stenographers who have their sails set for the reportorial port. He uses a dictaphone in transcribing some of his notes and keeps a typist busy a good portion of the time. His method of indicating the names of attorneys is worthy of consideration. He does this by writing the initial of the attorney, and in case the surnames of two attorneys in a case begin with the same letter he distinguishes them by using the initial of the Christian name of one, or sometimes a syllable of his surname, as the circumstances would indicate to be the most advisable.

The attorney examining the witness is denoted by placing his initial above the line of writing at the beginning of the examination, and then beginning all questions asked by him at the left of the marginal line, starting all remarks (other than questions by the examining attorney) to the right of the marginal line. To make it more clear, Mr. Elliott uses a notebook 9x4½ inches and a red perpendicular line 1¼ inches from the left-hand side of the sheet, and the remarks of the examining attorney will begin immediately at the side of the sheet and other remarks to the right of the perpendicular line. Where the court, in passing on an objection, says, simply, "Overruled," "Objection overruled," "Sustained," "Objection sustained," etc., he finds it unnecessary to indicate that the words are those of the court; but where the court makes other remarks he writes the initial of the court in the same manner as that of the attorney.

Mr. Elliott's Reporting Notes

The specimen of notes submitted by Mr. Elliott is interesting and deserving of your careful consideration. He believes the intersecting principle is a very valuable expedient, and that writers should avail themselves of it more frequently than they do. His notes show him to be an accomplished shorthand writer. They will be especially appreciated by those engaged in actual reporting.

There is an almost photograph-like clearness about his abbreviations and phrases such as "good or bad," "general

reputation," "we object to that." They not only stand out clearly and unmistakably but are immediately readable.

It is not enough, you will remember, simply to be able to read your notes—you must be able to read them at a glance if you would class yourself among the accomplished reporters. Of course, you cannot expect too much at the beginning. The inexperienced reporter does well to read his notes at all in view of the many unusual conditions he has to meet with, and the extensive vocabulary of technical, special and slang expressions that he encounters. It is a pleasure to read notes like those illustrated. When one is dictating to two typists, for instance, little progress is made unless the notes yield their meaning at first glance.

In a case where you expect to dictate to two typists you can facilitate matters greatly by punctuating the notes with commas as you write, straightening out the awkwardly executed outlines and perfecting many other little details that enable you to dictate more rapidly. To those not accustomed to reporting it will no doubt sound unusual to talk about *punctuating* rapid court testimony, but it is one of the "tricks of the trade" that you acquire through the hard school of experience.

Particular attention is called to Mr. Elliott's phrasing. The phrases are not arbitrarily and unthinkingly devised, but embody the underlying spirit of the principles of the system.

We trust Mr. Elliott will favor us at some later date with other suggestions in regard to his work and other phrases. They would be interesting to all of us. In the meantime we are pleased to present this little sketch of his work and wish him the very greatest success.



Key to Mr. Elliott's Notes

Q You said his general reputation as a peaceable, law-abiding citizen was bad? A Yes, sir.

Q Do you know his general reputation, in the community in which he resides, for truth and veracity? A Well, I have known him a long time and had a good many dealings with him.

Q Is that reputation good or bad?

BY MR. SMITH: We object to that. The witness has not shown himself qualified to answer.

BY THE COURT: Objection sustained.

BY MR. MOORE: I mean by general reputation what people generally say about him, not what you may know. Are you acquainted with what the people generally say about him in that regard? A I can't see my way clear to say I am.

Q I believe you stated on direct examination that you did not hear but one of the conversations between plaintiff and defendant?

A Yes, sir.

Q You are sure you did not hear but the one? A Yes, sir; after I heard that, I never saw the plaintiff any more until the early part of June, and meanwhile I understood the contract was made.

Q Who did you first tell what you were going to testify in this case? A The plaintiff's attorneys.

Q How did they know you knew anything about it? A I do not know.

Q When did they first talk to you about it? A A week or two ago.

Q Did they come to you or you go to them and volunteer to testify? A They came to me.

Q Hadn't you talked with the plaintiff before that time? A No, sir; I had not.

Q You can't tell the jury how the attorneys learned you knew anything about it? A No, sir.

Q Did you pay your own railroad fare to come here? A Yes, sir; I did.

BY MR. SMITH: We object to that.

BY THE COURT: It is already answered. Overruled.

BY MR. MOORE: Have you talked with plaintiff since you got here? A Yes, sir.

subject. For instance, with reference to the medical terms, there is a special set of terms for an injury resulting in a hernia, the breaking of a bone or severe traumatism of any kind.

3 amputation

aa anesthesia

ab anesthetic

c absorb

e bacillus

f blood-poisoning

g bifurcate

h cancellous

i cardiac

ka cathartics

l cauterize

b child

6 childhood

~ chloroform

~ condyle

~ condyloid

3 consultation

3 constitution-al

~ curette

3 computation

~ diagnosis

Some Interesting Word-forms

THE following list of words taken from a malpractice case was compiled by Hermann F. Post, recently appointed the official stenographer for the Fourth Judicial District of Idaho, with headquarters at Shoshone Falls, Idaho. This should be particularly interesting to stenographers taking up court reporting, as Mr. Post had to report a case involving these words within about two months after his appointment. It is also indicative of one of the numerous sets of technical terms a reporter might meet any day in the week, some of the other sets being chemical, electrical, meteorological, physical, medical, including all the different branches of each

| | | | | | |
|---------------------|---------------|--------------------------------|-------------------------|--------------------------------|----------------------|
| <i>de</i> | deleterious | <i>ir</i> | irritant | <i>pa</i> | pathological |
| <i>dis</i> | discoloration | <i>ir</i> | irritation | <i>per</i> | periosteum |
| <i>diff</i> | differentiate | <i>It may or it may not be</i> | It may or it may not be | <i>per</i> | periostitis |
| <i>dist</i> | disturbances | <i>leu</i> | leucocyte | <i>phag</i> | phagocyte |
| <i>endo</i> | endosteum | <i>liquefy</i> | liquefy | <i>phagocytosis</i> | phagocytosis |
| <i>epiph</i> | epiphyseal | <i>localize</i> | localize | <i>physiology</i> | physiology |
| <i>evac</i> | evacuating | <i>lymphatic</i> | lymphatic | <i>physician & surgeon</i> | physician & surgeon |
| <i>excr</i> | excruciating | <i>lymphitis</i> | lymphitis | <i>physician or surgeon</i> | physician or surgeon |
| <i>exud</i> | exudation | <i>mediastic</i> | mediastic | <i>prosecutrix</i> | prosecutrix |
| <i>fascia</i> | fascia | <i>maxillary</i> | maxillary | <i>prosecuting atty.</i> | prosecuting atty. |
| <i>fibula</i> | fibula | <i>medullary</i> | medullary | <i>pus-forming</i> | pus-forming |
| <i>fracture</i> | fracture | <i>micrococcus</i> | micrococcus | <i>putrid</i> | putrid |
| <i>glycerine</i> | glycerine | <i>micro-organisms</i> | micro-organisms | <i>putrification</i> | putrification |
| <i>gangrene</i> | gangrene | <i>necrosis</i> | necrosis | <i>pneumococcus</i> | pneumococcus |
| <i>hypothetical</i> | hypothetical | <i>necrotic</i> | necrotic | <i>prostration</i> | prostration |
| <i>indurated</i> | indurated | <i>nephritis</i> | nephritis | <i>quinsy</i> | quinsy |
| <i>inflammation</i> | inflammation | <i>non-elastic</i> | non-elastic | <i>rheumatism</i> | rheumatism |
| <i>insipieny</i> | insipieny | <i>nutrient</i> | nutrient | <i>rheumatically</i> | rheumatically |
| <i>interne</i> | interne | <i>nutrient artery</i> | nutrient artery | <i>septicemia</i> | septicemia |
| <i>iodine</i> | iodine | <i>nomenclature</i> | nomenclature | <i>sinus</i> | sinus |
| <i>iodide</i> | iodide | <i>ordinary care</i> | ordinary care | <i>spontaneously</i> | spontaneously |
| <i>iodoform</i> | iodoform | <i>ordinary skill and care</i> | ordinary skill and care | <i>suppurative</i> | suppurative |
| <i>iconoclast</i> | iconoclast | <i>palpation</i> | palpation | <i>symptomatic</i> | symptomatic |

Keys to Last Month's Shorthand Plates

Technical Business Letters

Cranston Motor Vehicle Company,
Lewiston, Maine.

Gentlemen:

We regret very much to find it necessary to write you regarding the first car purchased from you last year. As you remember, it was sent back to the factory and was to be put in first-class running condition. We received the car here, sold it, and it was in service only a few days when it developed a decided knock in the motor. We were obliged to take the bottom of the crank-case off and found that the lower half of the center crank-shaft bearing had broken in half. This we repaired. At the time we noticed that the kicking rods were somewhat loose, but did not feel that this was going to cause any trouble, so we put the car together. These repairs required about thirty hours of labor. On trying the car we found, much to our surprise, that the defect had not been overcome and we were obliged to take it apart again. This time we made new rest-pins and bushings and we also re-adjusted other parts of the mechanism. Three days after the car was put on the road again, it collapsed and Mr. Johnson, the owner, now wants to know what can be expected of us by way of putting the machine in permanently serviceable condition. We are at a loss to know how to act in the matter and await your instructions.

Very truly yours,

Decatur Manufacturing Company,
Decatur, Illinois.

Gentlemen: We acknowledge receipt of your order of the 27th for five additional type O motors. It will be impossible for us to ship these within thirty days as you request, and the best we can do is one motor per week after April 17 and until May 15, but after that we can give you two per week until June 15, then four per week. These promises are based upon running our plant exclusively upon your sizes, but we also have other customers to whom we must give some attention and as your specifications were received very late in the season, it does not leave us much time to offer you. We are as anxious to furnish you with our goods as you are to receive them, but we cannot make promises that will largely overtax our capacity.

Referring to the matter of prices on our goods, we would say that you possibly can secure lower quotations, but they are undoubtedly from builders who have no experience in this class of work and do not know the expense entailed in manufacturing a marketable and first-class motor in quantities; and we question their ability to deliver the goods notwithstanding their promises.

We are naturally rushed at this season of the year and do not wish you to take the deliveries above mentioned as absolutely definite.

There are many factors to consider in building motors which make it difficult for us to state absolutely what we can do. Moreover, it is impossible to obtain experienced mechanics on this work, which adds another factor of uncertainty. We value your business, however, and shall do everything possible to retain it. If you will let us know what to do in the matter, we shall consider it a favor.

Yours respectfully,



A Woman Who Cannot Earn Her Living

The woman who is well-born and well-bred and well-educated, according to the usual feminine standard and who is strong and healthy and less than thirty years old has recently been left a widow without a dollar and with three little children to support.

This woman is industrious and energetic and independent and anxious to provide for herself and her children, but she has never been trained to any sort of trade or profession and she finds herself utterly helpless in her hour of dire necessity.

She knows how to cook a little and sew a little and paint a little and play on the piano a little and of course she can read and write a little and knows a little history and science and mathematics, but she doesn't know enough of any one of these things to be able to deliver the goods in the market. Her acquirements and accomplishments were sufficient for a society lady, but they fall far below what the paid worker must have.

She couldn't get fifteen dollars a week as a cook. She couldn't make a dress anybody would pay for. She couldn't stand an examination for a school teacher. She would have to stop and figure out on a piece of paper what seventeen yards of ribbon would come to at forty-nine cents a yard. There's nothing literally that this woman knows how to do well enough to make it pay, to which she can turn her hand and she writes asking me what she can do to earn a living.

I don't know. The only advice you can honestly and truthfully give such a woman is for her to decide on the kind of work she would like to do and then to go to work to learn how to do it well. There is always plenty of work and good pay for the competent few and this is especially true in the lines followed by women, because the great majority of women workers are so fiendishly and malevolently incompetent and uninterested in what they try to do.

In the meantime, however, this woman's necessities press heavily upon her. Her rent must be paid; her children fed. She has no time nor money to perfect herself in some trade or profession. She needs to be able to earn money and earn it now.

This pathetic case, and it isn't a peculiar one,

calls attention to the criminal carelessness that parents show in not teaching their daughters some way to make a living—in not providing them with some staff on which they may lean when other props fall them.

Every girl in the world, whether a pauper or millionaire, should be taught some trade or profession so thoroughly that she could support herself by practicing it if the necessity ever arose. Not to do this is to do her as great a cruelty as her direst enemy could suggest and yet not one parent in a thousand takes this simple precaution to try to safeguard his daughter's future. Fathers and mothers excuse their neglect in this matter by saying that Susie and Mamie will get married, so what's the use in spending money in teaching them a business that they will never follow. That speaks as if marriage insured a woman against any possibility of want or poverty.

Yet they see all about them dozens of married women who have to support sick or trifling husbands or whose husbands die and leave them widows with a house full of children to be provided for.

Some catastrophe is likely to befall any girl, no matter whom she marries. Misfortune, disease, death are no respecters of persons and many a young woman who has begun her honeymoon in a palace has ended her life in a poor-house.

When this is true, what right have parents not to do all that they can do to insure their daughters against want by teaching them some way to make money? If they never need to support themselves, it certainly does them no harm to learn how and it gives them an added sense of self-respect, while if the necessity ever comes to them to provide for themselves, they have a weapon ready to their hand with which to fight their battle for bread.

No man would feel that he had done his duty by his own son unless he saw to it that the boy was given some means by which to earn a living. But he sends his daughter out into the world with no knowledge and no trained skill by which she can make a penny.

It is because they know no way by which they can support themselves that myriads of women are forced to endure the purgatory of unhappy homes and live with men who abuse and insult them and degrade them. If she possessed a self-supporting occupation that she could turn to many a miserable wife would pack her trunk to-morrow and go back to her typewriter or her sewing machine or her book-keeping. So that the parents who have given their daughters some way by which they can earn their own livings likewise provide them with a way of escaping domestic bondage if the girls are so unfortunate as to marry men who treat them unkindly.

No education is lost. No woman can know too much.

The daughter of a millionaire will manage her affairs the better for having graduated as an expert bookkeeper. The woman of fashion will be all the better for understanding law

and medicine. But if there are those parents who object to spending money on a girl's education for something she may possibly not require at the moment, there remain the purely feminine trades of cooking, sewing, nursing, etc., that they may be taught.

All of these every woman needs to know and at any of these she can make a living if she has taken a thorough course in them. Then, if she is left with the necessity of earning a living, she will not be helpless.—Dorothy Dix, in *The New York American*.



Plowing Around the Rock

The old boulder in the south meadow was a source of annoyance to Farmer Webster as it had been to his father before him. It was of considerable size, apparently the apex of a cone of rock that went down, one might think, to the very center of the earth. It lay right in the middle of the field, preventing its satisfactory working. Plowing, harrowing, cultivating, mowing, reaping—it made no difference. When the rock was reached, the line had to be broken and turned to right or left. Round about it had sprung up a straggling growth of briars and bushes, giving the field an unkempt look very annoying to a good farmer like George Webster, who prided himself on the appearance of his land. It had been in his father's way as it now was in his. Many a time the older man had threatened to drill it and blow it up with powder or dynamite, but somehow he "never got around to it." It promised to be a troublesome job and so he put it off from month to month and from year to year and finally at his death passed the farm on to his heirs, rock and all.

Then one day Farmer George took up the matter seriously enough to make an investigation as to the probable size of the rock under the ground as well as above it. He thrust his crowbar under one edge of it and to his surprise met with no considerable resistance. He went around to another side and tried it again with the same result. Again and again he repeated the experiment; until the conclusion was forced in upon him that instead of being so deeply imbedded in the earth as to be practically immovable, that imposter of a rock was scarcely more than a shell just lying on the surface waiting all these years to be pulled out and carted away! Events proved the conclusion correct. A very little digging in spots, a chain fastened securely around the offending obstacle, a quick jerk and a steady pull by two yokes of willing oxen and the rock rolled out of its cradle of years and was easily dragged to the side of the field out of the way of everybody and everything. And there for two generations at least men have been plowing around that rock every year, wishing for its removal, but taking it for granted that it couldn't be budged and never trying to get rid of it! The first one who really tried moved it without any special trouble.

Many of us are plowing about our rocks, probably taking it for granted that they cannot be moved. They are troublesome; we wish we could get rid of them but we don't believe we can and so we don't try. When we begin to study them at all seriously, we are often surprised to find what little rocks they are after all and how easy it is to move them.

"It's no use! I can never get that example right!" whines the school-boy. And he can't, so long as he feels that way about it. The rock is there and it is going to stay there and he must go on plowing around it. But let him attack the problem in a different spirit; let him at least seek to make sure whether it is as formidable as he supposed and ten to one he'll have it out of the way in a little while.

"I always wanted to be a doctor," sighed a young clerk, "but everything seemed to be against me. I had to drop out of school to work for the support of the family and so here I am and here I suppose I shall always be." "But why?" asked his friend. "Why not be a doctor yet if your heart is set on it?" It was a new thought to the young man. Because he couldn't continue his course uninterruptedly through college and medical school, he had taken it for granted that he was shut off from attainment of the ambition of his life. There was his rock in the middle of the field; he was preparing to plow around it for the rest of his days. His friend's question was like Farmer Webster's crowbar. It opened up things a little. He began to see that the rock might be moved, that a medical education might even yet not be absolutely beyond his reach. To-day he is a successful physician in a thriving city, winning something both of fame and of fortune by his skill.

Don't take your rocks for granted. Don't go on plowing around them indefinitely without at least trying to see whether it is necessary to do so. Perhaps they are not so huge and so stubborn as they seem. Perhaps they are only waiting for the sharp thrust of your will to roll out of the way entirely. Perhaps a strenuous tug now will save you trouble and annoyance in days to come. At any rate it will pay you to study your rocks until you know which can be moved and which cannot.

—Dr. Joseph Kennard Wilson.



A Talk From One Business Man to Another

A dependent old man is the saddest thing I know. To see a man who once gave orders to others, who once held his head high, who once experienced the thrill of authority and a comfortable income reduced to a clinging vine in his few final years is a sight to try men's hearts.

Did you ever hear the wail and the cry of an old man who failed? Isn't it always in the strain of: "If I only had it to do over again how differently I would act?" These are things to think hard about now while we are

young. There is no opportunity to do it over again, for the mill will never grind with the water which has passed.

Laying away money is not a sure preparation for a comfortable old age, though a bank account will help. Yet thousands of old men easily lose the hoarded fund because old age itself is a time of "letting go" of everything.

Did I say everything? I did not mean to. Because we never really let go of education or of training. Something learned is substance added which even time cannot efface or destroy.

Knowledge, training, education, learning—these are the priceless heritages of old age, which fire or famine can never take—the solace, the comfort, aye, the support of old age.

While you are thinking of laying away dollars for a rainy day, think of the wisdom of storing away education for the winter of life. Fifteen or twenty years ago a man who said he had no opportunity to go to school as a boy because his parents were too poor was the object of sympathy and condolence.

To-day the old excuse doesn't go. There are few to-day so poor, so busy, so friendless, that they cannot get an education no matter what their condition. To the man or woman who is invalid or crippled our hearts go out. They are indeed the unfortunate. It is they who shame the man or woman who has health and yet goes scheming through life, untrained, uncultured, uneducated.

With public libraries in every community, with a myriad of periodicals available, with extension university methods literally bringing a university education to the home for study in spare time, with schools, colleges and private tutors willing and ready to serve day and night at the daily cost of a cigar or a moving picture show the old excuse no longer holds.

All a man needs in this modern age to be well-educated is stiff backbone, one generously large desire to work hard and one double action, four cycle, six cylinder ambition.

The man who thinks a time clock was invented just to keep him from cheating the boss is the one who kicks every time he punches one and who always will punch and kick.

Punctuality is one of the cardinal virtues. Punctuality teaches system, order, respect for one's word, self-respect, self-control, self-reliance, confidence and a divine appreciation for the value of time.

What a world of training, what a deal of character development one can extract from a time clock. But a time clock is much the same as any other thing—we get out of it just what we put into it—no more and no less.

The kicker, the tardy chap, the "sore head"—they start a series of disagreeable and harmful vibration throughout their whole system every time they punch the clock. It brings to the surface all those baser qualities which make men despicable—rebellion against just authority, deceit, laziness, disorder, chaos, envy, vengeance, disgust, regret, and so on ad infinitum.

The man who punches the clock "on time"

and with a will takes pride in the record it makes. A wave of pride and self-esteem imbues the man whose record is clear, whose reputation is taking on strength which accomplishment and sincerity only can achieve.

Do you punch a time clock? Punch it next time with understanding. Get there fifteen minutes early. Think of the all the good things this clock represents. Reflect on the character developments it holds for you—then punch and see how good you will feel. There is a much mooted question extant which has never been universally solved and never will, for each man must solve it for himself. It is the question of whether or not a college education pays. This man says he succeeded in spite of a college education; this one because of it.

A college education is like the time clock. You get out of it what you put into it. You see the rule is universal. All great men agree.

They have learned the law—you get out of the game just what you put into it.

The four years or more you spend at college, the sum of money it costs, and the effort put forth are a mighty serious matter. Together they represent about six per cent of your life.

College is so serious because usually the period we spend at college is the most vital in our lives.

And how we spend the time decides our future success or failure.

Probably this explains the wonderful growth of the extension and home study educational movements. The man who strikes out under either of these methods is dead in earnest, he means business, there is no time for frivolity or waste. He must get his play out of something else besides his school. It is all business. Time which he has learned to count is precious—priceless.



First Annual Meeting of New Mexico Business Teachers

THE first gathering of Business Teachers ever assembled in New Mexico, met in the Assembly Room of the Albuquerque Business College, Thursday afternoon, November 7. The meeting was held at the same time as the New Mexico Educational Association, of which organization the Business Teachers' Association is a section.

The program, as carried out, follows:

Thursday Afternoon

Meeting called to order by Chairman J. D. Henderson of Tucumcari High School.

Address of Welcome, J. E. Goodell, Albuquerque Business College.

Outline of Program by Chairman, J. D. Henderson, Tucumcari.

Progress of Commercial Education in Foreign Lands, Walter Norton, Santa Fe Business College.

The Modern Accountant, C. M. Drake, Albuquerque Business College.

A Suitable Course in Business Law, A. B. Stroup, Albuquerque Business College.

Care of the Typewriter, J. W. Kerns, Underwood Typewriter Co.

An Idea-getting visit to Business Houses, party escorted by J. E. Goodell, Albuquerque Business College.

Friday Afternoon

How Much Preliminary Training? J. V. Clark, Albuquerque Business College.

An Ideal High School Course, Helen M. Calkins, Silver City Normal (State).

Office Training in the Schoolroom, Susie Whitaker, Las Vegas Normal University.

Civil Service as an Outlet for Our Graduates, Geo. C. Taylor, Albuquerque Business College.

A Uniform Grading System, M. Ella Niblo, Raton High School.

Business School Legislation, J. D. Henderson and J. E. Goodell.

J. D. Henderson was elected Chairman for the coming year, next meeting at Albuquerque.

On Thursday evening, Mr. J. E. Goodell, Manager of the Albuquerque Business College, entertained the Business Teachers at a banquet at the Alvarado Hotel. Covers were laid for thirty-two and an enjoyable time was spent by all. On Friday morning, the teachers were entertained by a program given by the students of the Business College and the Tucumcari High School Orchestra. A speed test in typewriting for Underwood certificates was conducted by Mr. J. W. Kerns of the Underwood Typewriter Co. Six contestants secured certificates, the highest record was fifty-five words net made by Elias Quintana, an Albuquerque Business College student, who has been taking typewriting less than six months.



J. D. HENDERSON

1. 1891-1892. 1893-1894. 1895-1896. 1897-1898. 1899-1900. 1901-1902. 1903-1904. 1905-1906. 1907-1908. 1909-1910. 1911-1912. 1913-1914. 1915-1916. 1917-1918. 1919-1920. 1921-1922. 1923-1924. 1925-1926. 1927-1928. 1929-1930. 1931-1932. 1933-1934. 1935-1936. 1937-1938. 1939-1940. 1941-1942. 1943-1944. 1945-1946. 1947-1948. 1949-1950. 1951-1952. 1953-1954. 1955-1956. 1957-1958. 1959-1960. 1961-1962. 1963-1964. 1965-1966. 1967-1968. 1969-1970. 1971-1972. 1973-1974. 1975-1976. 1977-1978. 1979-1980. 1981-1982. 1983-1984. 1985-1986. 1987-1988. 1989-1990. 1991-1992. 1993-1994. 1995-1996. 1997-1998. 1999-2000. 2001-2002. 2003-2004. 2005-2006. 2007-2008. 2009-2010. 2011-2012. 2013-2014. 2015-2016. 2017-2018. 2019-2020. 2021-2022. 2023-2024. 2025-2026. 2027-2028. 2029-2030. 2031-2032. 2033-2034. 2035-2036. 2037-2038. 2039-2040. 2041-2042. 2043-2044. 2045-2046. 2047-2048. 2049-2050. 2051-2052. 2053-2054. 2055-2056. 2057-2058. 2059-2060. 2061-2062. 2063-2064. 2065-2066. 2067-2068. 2069-2070. 2071-2072. 2073-2074. 2075-2076. 2077-2078. 2079-2080. 2081-2082. 2083-2084. 2085-2086. 2087-2088. 2089-2090. 2091-2092. 2093-2094. 2095-2096. 2097-2098. 2099-2100. 2101-2102. 2103-2104. 2105-2106. 2107-2108. 2109-2110. 2111-2112. 2113-2114. 2115-2116. 2117-2118. 2119-2120. 2121-2122. 2123-2124. 2125-2126. 2127-2128. 2129-2130. 2131-2132. 2133-2134. 2135-2136. 2137-2138. 2139-2140. 2141-2142. 2143-2144. 2145-2146. 2147-2148. 2149-2150. 2151-2152. 2153-2154. 2155-2156. 2157-2158. 2159-2160. 2161-2162. 2163-2164. 2165-2166. 2167-2168. 2169-2170. 2171-2172. 2173-2174. 2175-2176. 2177-2178. 2179-2180. 2181-2182. 2183-2184. 2185-2186. 2187-2188. 2189-2190. 2191-2192. 2193-2194. 2195-2196. 2197-2198. 2199-2200. 2201-2202. 2203-2204. 2205-2206. 2207-2208. 2209-2210. 2211-2212. 2213-2214. 2215-2216. 2217-2218. 2219-2220. 2221-2222. 2223-2224. 2225-2226. 2227-2228. 2229-2230. 2231-2232. 2233-2234. 2235-2236. 2237-2238. 2239-2240. 2241-2242. 2243-2244. 2245-2246. 2247-2248. 2249-2250. 2251-2252. 2253-2254. 2255-2256. 2257-2258. 2259-2260. 2261-2262. 2263-2264. 2265-2266. 2267-2268. 2269-2270. 2271-2272. 2273-2274. 2275-2276. 2277-2278. 2279-2280. 2281-2282. 2283-2284. 2285-2286. 2287-2288. 2289-2290. 2291-2292. 2293-2294. 2295-2296. 2297-2298. 2299-2300. 2301-2302. 2303-2304. 2305-2306. 2307-2308. 2309-2310. 2311-2312. 2313-2314. 2315-2316. 2317-2318. 2319-2320. 2321-2322. 2323-2324. 2325-2326. 2327-2328. 2329-2330. 2331-2332. 2333-2334. 2335-2336. 2337-2338. 2339-2340. 2341-2342. 2343-2344. 2345-2346. 2347-2348. 2349-2350. 2351-2352. 2353-2354. 2355-2356. 2357-2358. 2359-2360. 2361-2362. 2363-2364. 2365-2366. 2367-2368. 2369-2370. 2371-2372. 2373-2374. 2375-2376. 2377-2378. 2379-2380. 2381-2382. 2383-2384. 2385-2386. 2387-2388. 2389-2390. 2391-2392. 2393-2394. 2395-2396. 2397-2398. 2399-2400. 2401-2402. 2403-2404. 2405-2406. 2407-2408. 2409-2410. 2411-2412. 2413-2414. 2415-2416. 2417-2418. 2419-2420. 2421-2422. 2423-2424. 2425-2426. 2427-2428. 2429-2430. 2431-2432. 2433-2434. 2435-2436. 2437-2438. 2439-2440. 2441-2442. 2443-2444. 2445-2446. 2447-2448. 2449-2450. 2451-2452. 2453-2454. 2455-2456. 2457-2458. 2459-2460. 2461-2462. 2463-2464. 2465-2466. 2467-2468. 2469-2470. 2471-2472. 2473-2474. 2475-2476. 2477-2478. 2479-2480. 2481-2482. 2483-2484. 2485-2486. 2487-2488. 2489-2490. 2491-2492. 2493-2494. 2495-2496. 2497-2498. 2499-2500. 2501-2502. 2503-2504. 2505-2506. 2507-2508. 2509-2510. 2511-2512. 2513-2514. 2515-2516. 2517-2518. 2519-2520. 2521-2522. 2523-2524. 2525-2526. 2527-2528. 2529-2530. 2531-2532. 2533-2534. 2535-2536. 2537-2538. 2539-2540. 2541-2542. 2543-2544. 2545-2546. 2547-2548. 2549-2550. 2551-2552. 2553-2554. 2555-2556. 2557-2558. 2559-2560. 2561-2562. 2563-2564. 2565-2566. 2567-2568. 2569-2570. 2571-2572. 2573-2574. 2575-2576. 2577-2578. 2579-2580. 2581-2582. 2583-2584. 2585-2586. 2587-2588. 2589-2590. 2591-2592. 2593-2594. 2595-2596. 2597-2598. 2599-2600. 2601-2602. 2603-2604. 2605-2606. 2607-2608. 2609-2610. 2611-2612. 2613-2614. 2615-2616. 2617-2618. 2619-2620. 2621-2622. 2623-2624. 2625-2626. 2627-2628. 2629-2630. 2631-2632. 2633-26

Education

[illegible]

Investigating the Nutritive Value of Meat

[illegible]

The following is a sample of the Gregg shorthand system, written in a cursive style. The text is a continuous paragraph, demonstrating the fluidity and speed of the system. The characters are compact and connected, typical of shorthand notation.

- 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

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At the Turn of the Road

By William George Jordan

This chapter from that admirable book, "The Crown of Individuality," by William George Jordan, (published by Fleming H. Revell Company) is printed in the belief that it will be appreciated by all our readers—especially at this season. Its influence is broadening, helpful, inspiring, as are all the other chapters of Mr. Jordan's book.—EDITOR.

IN walking along a mountain road there is sometimes a sudden sharp turn where, by seeming magic, the narrow path is transformed into the entrance of a vast panorama of Nature. We seem stunned as we involuntarily stop short, rest and surrender to its majesty. The view exalts us, glorifies us, inspires us. We have a new high restful ground of contemplation. We have a new test of values, a new base of interpretation, a new relation to life.

The hamlets and villages in the valley bear a new strange dignity—they have become integral parts of a great picture. The colors of trees and flowers blend from mere single effects into a wondrous harmony. We are seeing the birth, life and death of a river as an eagle might watch it from his nest on the crags. The fields of a hundred farmers become one great farm. Far beyond, we can see the great ocean—whitening the shore with its billows leagues away.

The complex has become simple; the absolute has now become relative; the isolated has become associated; the trifling great, and the great greater; the detail losing none of its individuality has an added value like a jewel set in a crown. There is a finer sense of justice in our judgment, the ozone of the higher levels seems tonic to our soul, a sweet peace fills our heart.

As we look backward the narrow path, doled out to us in installments as our weary feet toiled up the long ascent, now stands out clear—for its entire length. We begin to see it as a type of our whole life, as the angels must view it with greater

charity from the higher wisdom of their truer perspective. Rest, retrospection, reflection, realization, and revelation are giving us a fine new view-point, a new chance to get our moral bearings, to tune our life to bring out its highest, purest notes—at the turn of the road.

Humanity tends to take narrow views of life and its problems instead of occasional great, broad sweeps. It is near-sightedness of the soul that permits the unworthy to throw the really big things into the shadow. We hold some trifle of care or worry close to our vision as a jeweler with an awning over his eye peers into a watch. We let one sorrow be the grave of many joys, one ingratitude smother many of our kindnesses struggling for expression, one weakness within us sap the strength from many virtues. We need the bracing inspiration, the revealing illumination of the larger vision. The turn of the road, in its highest sense, is not a place to stay—we have to fight the battle of life. It is only an arsenal of supply—not a battle-field of action.

The beginning of the new year is a natural, sharp turn in the road of time. Here we may wisely rest a while, and in the peace and quiet and calm of self-communion see the long stretch of the road of a single twelve-month. It is built imperishably of short steps of living—from moment to moment.

Many of the purposes for which we labored and struggled, in our narrow, close, selfish absorption, seem poor, petty and puny when seen from the turn of the road. The structure of some effort we thought marble now is shown in its sickening sham

as a hasty affair of show and pretense, made of staff, that could not stand the wear and tear and test of time. It was not built on square lines of character, of the best that was in us. It lacked strength, sincerity, simplicity. The material was made up of policy and selfishness put together on hurried plans. It was a failure; it cannot be rebuilt; but it is worth only a passing regret and a realization of the lesson of its non-success—at the turn of the road.

We now see how many times the paralyzing hand of procrastination touched the good deeds we meant to do, the roseate dreams we longed to transform into actualities. We wished to do and we wanted to do but we did not *will* to do. The fault was not in conditions but in—us. We were not equal to opportunities. It is a false philosophy that teaches that opportunity calls only once at any man's house. It comes with the persistency of an importunate creditor, always in a new guise, and clamors for admission, but we may be—too busy to answer the bell.

Habits that we had determined to master, to bring into sweet harmony with our highest self, may still stalk large and insolent before us. They may seem to taunt us that they are stronger than we. They were never made in a day and cannot be mastered in a day. An hour may begin the making of a habit; an hour may begin its breaking. Time, with heart and mind united in determination, can conquer any evil habit or create and confirm any good one.

The look backward from the turn of the road should inspire us by making vivid to us how much of what we feared never came to pass. The tyranny of worry, that dominated us and held us for months trembling slaves to a weak fear, that dissipated our energy, dulled our thinking, and darkened our mental vision, at the very hours that should have given us fullest control of our best, is now seen as an enemy to true individual growth. It means a harder fight in the unending battle against worry and grief.

The broader view of life reveals that the only great things in life are trifles; that what pained us most, saddened our hearts, and turned our hopes to ashes were only trifles—cumulating into over-

whelming importance. A cruel word, an unkindness, a little misunderstanding may darken a day and separate us from one we love or may petrify us into a mood of doubt and despair. The most joyous moments of life, the high lights in the pictures of memory, may, too, be only trifles of kindness, fine expressions of love, simple tributes of confidence and trust that make the very heart smile—as we remember.

Knowing the right is useless unless—we practice it. Realizing our weakness is profitless unless—we seek to change. We may even grow so comfortably reconciled to faults and failings as to accept them as finalities, to confess them and even boast about them. It is unjust to ourselves and unjust to others. Some people treat their faults as though they were flaws in the Portland vase of a noble nature and as if—pointing them out were practically banishing them forever.

Nature is constantly giving us new—turns of the road. It may be a birthday or some general anniversary in the cycle of the year. It may be some red-letter day in the private calendar of our emotions or some date eloquent to us as telling of some joyous "first" or some pathetic "last" time in the sacred diary of the heart. It may be a supreme sorrow, an agonizing sense of loss, the coming of a great joy, the closing of some epoch in our lives, the proving of the actuality of something too awful for us even to have feared, some exultant half-hour that changes irrevocably all our living. These and numberless other days, hours or single moments of life, of fine spiritual discernment, of luminous revelation, of coming to one's highest self, when the sordid, the mean, the temporary, the selfish are stripped in an instant of their garish shams and tinsel. Then the real, the true, the eternal stand out in their majesty, bathed in the splendor and glow of the revealing of truth. In such a spirit the very tingle of the inspiration of the infinite fills us. We seem born again to new, better, and greater things, for we have seen the divine vision—at the turn of the road.



"The world always listens to a man with a will in him."

Sixth Annual Meeting of the Missouri Valley Commercial Teachers' Association

Omaha, Nebraska, November 29-30, 1912

Reported by Hubert A. Hagar

The New Officers

President—P. W. Errebo, Pittsburg Business College, Pittsburg, Kans.

Vice-President—M. B. Wallace, Central High School, St. Joseph, Mo.

Secretary-Treasurer—Miss Grace Borland, Westport High School, Kansas City, Mo.

Place of next meeting—St. Joseph, Mo.

THOSE who were not present at the convention of the Missouri Valley Commercial Teachers' Association, which took place in the High School of Commerce, Omaha, on November 29 and 30, do not know what they missed. The attendance was the largest in the history of the Association, and altogether it was one of the best conventions we have ever attended. The subjects discussed were new ones and for the most part the speakers made their first convention speeches. The talks and papers were original and were, in many ways, different from those ordinarily heard at teachers' conventions. The committee, of which Mr. Rusmiser was chairman, is to be congratulated on its selections.

President Smith called the convention to order "on the dot" Friday morning. After listening to two excellent vocal selections by Miss Edith Alderman, teacher in the High School of Commerce, Omaha, the convention was welcomed to the city by Mr. E. V. Parrish, of the Publicity Bureau of the Omaha Commercial Club. In his address Mr. Parrish gave some interesting figures to show that Omaha ranks third in the primary live stock markets of the world; also that her bank clearings for 1911 were larger than in any other city of the United States.

Responding, Mr. Clay D. Slinker, of the West High School, Des Moines, said that he understood matters better, after hearing Mr. Parrish tell some things about Omaha's live business conditions, as he had seen the progressive spirit reflected in the Commercial Club and in the High School of Commerce.

In his address as president of the Association, Mr. C. T. Smith, of Kansas City, said that twenty years ago when he delivered an address to a body of gray-heads, many of them profound educators, he had pointed out the necessity of commercial and manual training in the public schools. He said the men at that time shook their heads and did not believe it was good. He was glad to see that the country had come to the idea and that commercial and manual training were now beginning to play a larger and

P. W. ERREBO
President

larger part in the curriculum in the public schools of the country. In view of this he warned the business college people that such of their colleges as were not gilt-edged could see their fate. The gilt edged colleges would survive, and it was up to them to stop quarreling, to keep up the first-class work they are doing, and to co-operate with the commercial high schools.

About Fraudulent Letters

Mr. T. E. Musselman, the youngest of the well-known Musselman trio of Gem City fame, advised a short business college and commercial high school course to enable one to detect the character of fraudulent

business letters sent through the mails. He described several styles of letters by which people were induced to send money through misrepresentation.

Mr. Musselman said:

M. B. WALLACE
Vice-President

In the fiscal year ending June 30, 1911, 529 individuals were indicted on the charge of using the mails in

furtherance of schemes to defraud. During the same period, 196 persons were tried, of which number 184 were convicted.

The extent of this criminal use of the U. S. mail is so great that the chief Post Office inspector, Mr. R. S. Sharp, recommends to the Post Master General, that the investigation and prosecution of fraudulent letter cases be placed in the hands of the Department of Justice, for the facilities of the Post Office Dept. are limited.

Fraudulent letters are letters which evade the truth or deliberately lie and misrepresent in order to produce gain. These fraudulent letters vary in nature from the mere simple misstatement of fact, to the deep-laid plan to rob and hold up the public in wholesale numbers.

Nothing is too small nor anything too large for these fraudulent letter men. They sell watered stock in mining companies, wireless telegraph companies, fake land schemes and thousands of other fakes, even catching some on fake matrimonial bureau projects.

\$77,000,000 was stolen by the 529 individuals the government indicted last year. Think of the millions gained fraudulently of which we have no knowledge!

Correct Spelling

"Spelling That Teaches" was the subject of an interesting talk by Mr. J. L. Brawford, of the High School of Commerce, Omaha. "Spelling," said Mr. Brawford, "is to know more of words than their mere spelling. The complete study of a word involves four important things—how to pronounce it, how to spell it, what

it means, and how to use it." Mr. Brawford particularly emphasized the importance of correct pronunciation. "Correct pronunciation," said he, "is an indication of culture and refinement." In addition to the four points above mentioned the speaker dwelt on the importance of discrimination between words pronounced alike but having different meanings; the proper division of words at the ends of lines; the use of the hyphen and capital letters; the selection of a proper spelling text, and the cultivation of the dictionary habit. In conclusion Mr. Brawford said:

Let me ask, in response to the urgent demand of the business world for better spelling, in view of the stamp that poor spelling puts upon the author—for every day good positions are lost as a lack of it—that we take more interest in this so woefully neglected study. Let us meet this proposition squarely and give some thought to the solution of our accursed spelling problem, for I believe the time and effort spent in the teaching of spelling will pay both teacher and student in as large a measure as an equal amount of time given to any other subject, and as a result of our time and work thus spent, produce for the business world better spellers, young men and young women with the stamp of practical and valuable education upon them.

ELLEN U. GRAY
Supt. Public Instruction, Omaha

Typewriting

Miss Ella McVey, of the Joplin Business College, Joplin, Mo., discussed the subject of typewriting instruction.

"Some schoolmen," said Miss McVey, "think any one can teach typewriting. They place a student teacher in the typewriting department, some one who tells the student where to keep the little fingers and 'to place the finished letter right over there in that basket in the corner.' They call that teaching typewriting." Miss McVey does not believe in that kind of teaching. She declared that the business man has a right to criticize the school if he



GRACE BORLAND
Sec.-Treas.

calls for a stenographer and they send some one who can write shorthand but who can not sit down and write an ordinary one-hundred-word business letter without



T. E. MUESELMAN

erasures. "It is the machine work," said she, "by which he judges. He doesn't know or care how good they are in shorthand. It is the typewriting and the time required to produce it that interests him." The speaker then emphasized the importance of proper correlation of the instruction

in shorthand and typewriting. She said:

We often have students in our dictation classes who are good in shorthand but poor on the machine. This ought not be so and would not be if we gave typewriting the prominence it should have in our courses of study. Let us give it that place. The rate of the expert is steadily increasing, but there seems to be no effort on the part of the schools to raise the general average of typewriting ability.

Miss McVey believes that the student should be able to write forty words per minute by the time he can write one hundred words per minute in shorthand. With proper training, she says, this rate can easily be acquired. Miss McVey described in detail her plan of teaching, and we are sorry we can not give the entire paper.

The Demands of Business

The afternoon session was opened with music by Mr. Wm. Hetherington, of Omaha. The convention was then favored with an excellent address by Mr. Ellis U. Graff, Superintendent of Public Instruction of

Omaha, on the subject of "What Business Men Demand." Mr. Graff based his remarks on reports received from business men of Omaha. Recently he addressed letters to five hundred men in the city in which he asked the following questions:

"Wherein do the clerks and employees of your business fail to meet the requirements?" "To what do you attribute this failure?" and "What can the school of commerce do to remedy this condition?"

The replies to these questions, Superin-

tendent Graff said, readily divided themselves into two parts; namely, lack of technical preparation, and lack of personal qualifications.

"Less than twenty per cent of the employees," said the speaker, "failed to meet the requirements in technical preparation, while over eighty per cent were deficient in personal qualifications."

Some of the specific defects that were mentioned as evidence of deficiency in the technical training were poor writing, poor arithmetic, poor spelling and lack of ability to use English. Conspicuous among the personal defects appeared the criticism, "They spend too much time watching the clock." Other personal defects mentioned were lack of interest in their work, lack of perseverance, lack of courtesy, lack of common honesty, lack of integrity, and too much attention to theaters and not enough to their work.

Superintendent Graff urged that the work be made practical in the schools, in order that the pupil might be more nearly fitted to take up the work of the business world on leaving school. He said:

J. L. BRAWFORD

Civilization has changed in the last fifty years. In consequence of this the institutions of that civilization have changed. The dominant note in that change has been to make all work more practical. To be an educated man two hundred years ago one had to know all the lore of the ages back. This idea still persists to some extent. The general trend of the times is toward a reaction from that idea, and toward the more practical in education.

In discussing the subject, President Smith said that it was a high tribute to the business schools that only twenty per cent of the failures were due to a deficiency in technical training. He thinks that the average business man expects too much of the boys and girls entering the business office for the first time and that in no other kind of office work is the test given so difficult as that given to the young man or young woman seeking a stenographic position.

Excursions

During the rest of the afternoon the teachers took a trip through some of the



W. H. REDMOND

business houses of the city, where they were shown the workings of the various departments. They visited the banks, the shoe factory, the smelter and refinery, Union Stock Yards, creameries, garment factories, insurance headquarters and railway headquarters.

Social Features

After attending a reception from five to six o'clock in the rooms of the Omaha Commercial Club, the teachers all met in the Rome Hotel, where they enjoyed that interesting part of the program—the complimentary banquet given by the Publicity Bureau of the Omaha Commercial Club. One hundred and sixty-five guests were present and every one was pleased with the evening's entertainment—not one leaving until the close of the program at midnight.

Mr. L. C. Rusmisl was toastmaster and the way in which he performed shewed clearly that he had acted in that capacity before. Delightful music was furnished by Mr. Will Hetherington and his orchestra. Dr. H. M. Rowe, of Baltimore, made the principal address of the evening on the subject "Some Things I Have Learned." Dr. Rowe gave a scholarly address in which he urged the elimination of much of the study in public schools with the idea that it would shorten the term and make way for more practical studies and enable students to graduate from the public schools at a younger age and, at the same time, to be better prepared for business than they are under the present system. Speaking on this subject Dr. Rowe said:

For many years I have been convinced that there is a tremendous waste going on in the business of instruction—in the business of educating, and I feel sure a similar realization has come to you. This waste is found both in the subject matter of our instruction and the method of it. In subject matter waste is of two kinds. First, the inclusion in our courses of unnecessary and frequently extraneous and unrelated material. In almost every branch of study, from the most primary and elementary to the most advanced, our text-books have been carrying an immense amount of what, in my judgment, is practically useless matter. It

would be impossible for me to attempt at this time to point out specifically what I might think should be eliminated from or added to the subject matter of any particular branch. I will touch upon but one subject to illustrate my point, and that is arithmetic.

Now for a commercial student, what kind and how much arithmetic is it essential that he should know? What subjects should he know thoroughly, and in what processes should he possess facility and accuracy? Of the latter there are really only four—addition, subtraction, multiplication and division. The young man who can do these four things accurately and rapidly is qualified to perform a large majority of the arithmetical operations required in business. Now what particular applications of these four fundamentals should he thoroughly understand? Surprisingly few, indeed, when we come to measure the number of them by the requirements of the usual business position. Common and decimal fractions, percentage, simple interest, profit and loss, trade and cash discounts, ordinary interest, bank discount, and with the usual drills in calculating bills and the other work that is necessary to secure facility and rapidity, we about have it. Denominate numbers is nothing more than a series of tables that anyone of ordinary intelligence can apply to the requirements of a particular line of business by simply referring to the tables themselves. Insurance, taxes, domestic and foreign exchange, stocks and bonds, partial payments, true discount, compound interest, commission, ratio and proportion in its various applications, and the other usual subjects which are included in most texts, while useful as reference material with reference to the work for which we train him, might be eliminated entirely from our courses of study with no particular loss to the student.

Mrs. A. N. Palmer, of New York City, delighted the guests with her pleasing manner and witty remarks. Mrs. Palmer brought forth a round of applause when she declared that while she was not a suffragist, she believed in equal pay for equal work. One of the best features of the program was the singing by Mr. E. M. Douglas, the popular Madison teacher and by Mr. A. N. Palmer, who was introduced by the toastmaster as Mrs. Palmer's husband. Few of those present knew before that Mr. Palmer was a singer, but he left no doubt in the minds of those present that he can sing as well as write.

Mr. Malcolm Nichols, of St. Paul, amused the audience by his clever stories



ELLA McVEY



L. C. RUSMISL

and happy references to the toastmaster. Mr. C. P. Zaner, of Columbus, as usual brought forth much laughter and applause by his funny sayings and Zanerian philosophy. Other speakers were Mr. George W. Hootman, of Peoria, Miss Nettie M. Huff, of Kansas City, Mr. C. C. Marshall, of Cedar Rapids, Mr. H. C. Spillman, of New York City, Mr. C. T. Smith, of Kansas City, and Mr. H. A. Hagar, of Chicago.

Instruction in Banking

Saturday morning's program started with music by Mrs. W. J. Hammill of Council Bluffs, Iowa. Mr. C. F. McGrew, president of the Live Stock National Bank, South Omaha, delivered an address to the teachers under the auspices of the National Citizens' League for the Promotion of Sound Banking. The argument was for the adoption of measures upon the part of instructors and text-book writers for commercial high schools whereby the elements of the subject of banking and currency in the United States might be taught in the third and fourth years of the course of such schools.

Disciplinary Value of Shorthand

Miss Grace Borland, of the Westport High School, Kansas City, then read a scholarly paper on the disciplinary value of shorthand study. Among other things, Miss Borland said:

The value of any subject as a study should be measured by the power it develops in the student to think, to plan, to execute; the degree of vigor, poise and alertness in mental activities which it produces.

Judged by this standard, the possibilities of mental discipline involved in shorthand training are unquestionably very great.

Latin and Greek are incorporated into our high school courses to develop the power of exact thinking; the power to observe, to compare and to judge. Studying stenography is more like the study of these ancient and highly respected languages than like any other branch, for much the same mental processes are involved; exactness, observation, comparison and judgment are constantly brought into play.

Exact thinking is developed by insisting upon accuracy of outlines, of the minutiae of shorthand penmanship and of transcript. Exact thinking is developed only by intense concen-

tration. Taking dictation or reporting a speaker requires a concentration and nerve control scarcely equalled by any other specific training begun in a high school course. The mind cannot wander, nor the hand cease its action for "he who hesitates is lost"—or loses the connecting links in his subject matter.

Observation, intelligent comparison, and judgment must constantly be brought into play by the amateur when taking unfamiliar words in order to develop word-building ability.

If my standard is a true one; if the value of a study can be rightly measured by the power it develops in the student to think, and plan and execute, and by the vigor, poise, and mental alertness it produces in him, then shorthand must be accorded a place neck and neck with English, mathematics, and foreign languages; with Latin and Greek for exact thinking, with mathematics for reasoning and planning; and with English and spelling for bringing the plan out of the realm of hazy ideas into a clear reality.

Teacher's Greatest Weakness

"The Greatest Weakness of the Shorthand Teacher" was the next subject and was ably handled by Miss Alice B. Hoskin, of the High School of Commerce, Omaha. Miss Hoskin said in part:

Perhaps one of the greatest weaknesses of the shorthand teacher, and it is as likely to be true of other teachers in this work, is the lack of general education. We are likely to have the idea that to teach shorthand we need only know shorthand, but such is not the case. The most brilliant pianist oftentimes cannot teach anyone else to play the piano. I have known expert stenographers who could not teach stenography to anyone else because they have not the faculty of giving to others what they themselves know. It is by study, not only of the one subject, but many, that we attain this power of giving of our knowledge of any subject to others. It is a commendable fact that better educated people are taking up this work and many schools are now offering splendid courses for shorthand teachers.

It is most necessary for a teacher to be thoroughly familiar with the subject she teaches. She must be able to teach without constantly referring to the text. If she is teaching shorthand, she should be as familiar with the principles and rules of shorthand as she is with her alphabet, and then demand the same of her pupils.

"It is well," said Miss Hoskin, "for the teacher to be able to write with a fair degree of speed. This acquirement on the

A. N. PALMER

part of the teacher inspires confidence and serves as an incentive to the pupils." The speaker further emphasized the importance of the teacher's general bearing and the necessity for interest and enthusiasm. She also strongly recommended that all shorthand teachers make an effort to become thoroughly acquainted with the demands of business and to learn what is expected from their graduates.

Rapid Calculation

ALICE B. HOSKIN

"Rapid calculation" was the subject discussed in a highly interesting way by Mr. W. H. Redmond, of the Central High School, St. Joseph, Mo.

Mr. Redmond believes that rapid calculation should be taught in the grades, above and including the sixth, in the form of mental arithmetic; he also believes that the subject is not given proper attention in the majority of our high schools. "This lack of attention," said Mr. Redmond, "is due to the fact that in small departments one or two teachers have charge of all the commercial work but most often because few teachers of commercial branches understand rapid calculation or its value well enough to put it into the course. Business colleges," he said, "realize the value of rapid calculation and have given it a prominent place in their courses of study." He believes that only a few of the most important short methods should be taught and that they must be well mastered. In order to relieve the drill of some of the monotony, Mr. Redmond has associated the work with athletic events, such as baseball, football, basket ball and track events. For example, the class is divided, usually the boys on one side and the girls on the other. They decide by lot for the kick-off, and the side losing the toss has first choice of the goals, and is seated on the side of the room it chooses. On the kick-off Mr. Redmond gives a problem in multiplication. If a person on the receiving side finishes the problem first, the ball is down on the 30-yard line, ten yards additional being allowed for every person of the same side finishing first. However, if any person or number of persons on the

side kicking off finish first, the receiving side is downed on the 20-yard line. Multiplication problems also are given in attempts to make downs. If a person on the advancing side finishes the problem first, his side gains three yards, and also three yards additional for every person finishing before one of the opposing side.

Teaching Little Things

In his instructive talk on the subject "Little Things in the Development of the Stenographer," Mr. E. M. Douglas, of the Capital City Commercial College, Madison, Wis., took it for granted that any teacher can teach shorthand and show the pupil how to operate the typewriter, but that many of them fail in teaching the little things that contribute so much to the future success of their pupils. Mr. Douglas studies his pupil with a view to correcting the weak places in his make-up, whether it be a matter of health, his personal appearance, his walk, his talk or his general knowledge. He strongly recommends some exercises in physical culture as an essential part of the daily program. "Look well to your own personal habits," said Mr. Douglas, "to your own dress and to the appearance of your desk, etc. Teach by example and suggestion. A few will learn by contrast but more will follow suggestions." As an excellent plan for developing self-confidence, interest and enthusiasm, Mr. Douglas recommends numerous examinations, speed drills and contests with appropriate prizes. "Our students," said he, "are not the only ones that require to be aroused. Many of us teachers need to be aroused to greater action, to limber up, both mentally and physically. We are inclined to be too dignified, too conventional, too timid, too expressionless, too unreal, and shall I say, too rheumatic."

Speed Drills

In conclusion, Mr. Douglas emphasized the importance of giving instruction on the mechanical parts of the typewriter, with occasional speed drills in returning the carriage, inserting and taking out the paper, the changing of the ribbon, etc., and he also explained the necessity for a wide variety of dictation matter and the

importance of a variation in the method of dictating. Mr. Douglas jokingly said that the teacher should give a little dictation with a lead pencil in his mouth as a substitute for the stub of a cigar which some employers seem to find necessary when they are dictating.

Farm Accounting

One of the most interesting numbers of Saturday morning's program was an address by Mr. A. N. Palmer, of New York City. While Mr. Palmer spoke primarily on Penmanship, he prefaced his remarks with a brief discussion of "Farm Accounting." Owing to the inconvenience of the system, Mr. Palmer does not believe in double entry bookkeeping for the farmer; instead he recommends a single entry system to be kept by means of one complete account book.

Penmanship

Mr. Palmer began his address on Penmanship by a discussion of the copy book, which he considers useless as a means of teaching writing. He referred to his experience as a boy in Manchester, N. H., where he and his classmates were required to draw with mathematical precision script forms in the circumscribed spaces of copy books. He said that the constant admonition of his teacher was not how much, but how well, and so she was perfectly satisfied if her pupils filled two or three lines in the copy book every day, if all the letters were accurately made. She did not seem to realize that the pupils sitting in twisted and rigid positions would develop lateral curvature of the spine and would strain their eyes. When visitors came to the school and wanted to see the penmanship, she exhibited the copy books and not the real writing of the pupils as displayed in the written spelling, composition and examination papers. Mr. Palmer declared that it was his belief that no one has ever learned to write a practical hand through any copy book that was ever made. He said that writing is one of the very simplest branches in the public school curriculum, if it is taught in the right way. He argued for simplicity of method in teaching this simple subject, in contradistinction to the complex methods of psychologists who have never learned

to write well themselves, who never taught any one else to write well, and who do not understand the processes through which good writing is taught and learned.

Mr. Palmer also said that teachers cannot teach that which they do not know, and that no teacher has taught until her pupils have learned. He believes that all pupils should be taught to write well automatically while they are in the grades. He declared that it would not be necessary to teach penmanship in the commercial departments of high schools if right methods of teaching penmanship were employed in the grades. This statement resulted in hearty applause, indicating that those present were of the same opinion.

For about fifteen minutes Mr. Palmer gave demonstrations of the muscular movement drills which he gives and their direct connection with the process of developing good writing. He emphasized the value of the conversational count in teaching the correlation of movement and form, in bridging the chasm between movement drills and muscular movement writing.

A large part of Saturday afternoon was taken up with the election of officers and selection of the next place of meeting. The South Omaha High School orchestra furnished delightful music between acts. The first subject on the program was "The Old and the New," by Hon. James E. Delzell, State Superintendent of Public Instruction for Nebraska.

Mr. Delzell is a forceful speaker and his remarks were well received. He said in part:

The commercial course has come to stay. It has grown to such gigantic proportions that it *must* be cared for the same as the normal school. Thirty years ago nearly all the normal schools of the United States were privately controlled and many of them stood out more prominently than the state schools. These have been surpassed as normal schools by the state normals, and have developed into commercial schools and schools of private college rank. So the many business schools will in time become extinct. Do not be frightened in the least, however, as the public is not awake



MAY FREELIGH

to its opportunity—only just one corner of the eye is opened. * * *

Omaha is to be congratulated on the establishment of a course of study adapted to the needs of more than seventy per cent of its school children, a course of study that really causes pupils to think and think clearly. Pupils in a true commercial course cannot long dilly-dally as so many do in our collegiate preparatory school courses, and why? In the collegiate preparatory course many boys and girls are sent to school—they do not go—are sent, but in the practical, everyday, commercial course the boy and girl goes to school with a definite purpose in mind, and that is to learn how to transact business in a business-like way, or to be one of the many needed in carrying on a business. The commercial course is, in fact, a "bread earning" course, and this is what many of us are obliged to do—earn our bread by the sweat of our brow.

These schools have done more for the great mass of common people to place them in a position to live more economically, to have a certain respect for themselves as a mass than any one other vocational school. The commercial school has permeated every walk of life from the milkmaid, who trips by, to the king on his throne.

IRA N. CRABB

The commercial school has in the past prepared our bookkeepers, penmen, stenographers, bankers, and, in fact, prepared partially at least a host of our business men and women to be accurate, neat, courteous men and women.

Advanced Bookkeeping

Owing to the lateness of the hour, Mr. Ira N. Crabb, of the East Side High School, Denver, and Miss May Freligh, of Junction City, Kansas, High School, were compelled to omit many of the good things they had intended to say. Although greatly handicapped for time, both speakers handled their subjects in a highly interesting and efficient manner. Mr. Crabb spoke on the advanced phases of commercial work. He said:

Pupils need more knowledge of practical business than can usually be given in the ordinary high school on account of time. However, if the right spirit exists between teacher and pupil, and if the pupil is in the right attitude toward his work, enough time may be had in the ordinary two years' course in bookkeeping to give some instruction in the bookkeeping necessary to show the proper records of combinations into corporations, the accounts of trustees in cases of insolvency, the proper division of profits, etc.

Many terms of accountancy need explanation

and elucidation. Teachers need to enthuse and create desire for higher work. Even glimpses often stimulate to something better.

Discipline

"Some Phases of Discipline" was the subject discussed by Miss Freligh.

The teacher should show his firmness by requiring assigned tasks to be completed.

He should show his sincerity by apologizing when in the wrong; by never giving up, for example, a hard problem in discipline; by not bluffing; and by practicing what he preaches.

The teacher must sacrifice himself, as far as time and strength permit, in serving his students. To have and to show a sympathetic interest in the individual student is just as important as giving expert instruction in the subject taught.

The sincere, self-sacrificing teacher has missed one of the greatest opportunities if he does not exert his influence in persuading students to yield their wills to the divine will.

Miss Freligh's remarks were followed by a musical selection by the orchestra, after which the meeting adjourned.

Convention Brevities

Everybody left Omaha feeling that he knew everybody else.

Much of the success of the Omaha meeting was due to the activities of Miss Mary Bourke, the efficient secretary to Mr. Rusmisl.

Mr. I. N. Crabb and Mr. E. W. Smith represented the high schools of Denver. They remained over until Tuesday to visit the schools and industries of Omaha.

Mr. Malcomb Nichols, of the Nichols Expert School, St. Paul, and Mr. G. A. Gruman, of the Minnesota School of Business, Minneapolis, ably represented the twin cities.

The secretary's report of the Kansas City meeting, by Miss Eva J. Sullivan, was a subject of special comment. In her report Miss Sullivan gave such a vivid account of the meeting and such a complete review of the papers read that it was like attending the convention all over again.

Mr. L. C. Rusmisl, principal of the High School of Commerce, Omaha, and chairman of the Executive Committee, was showered with bouquets, verbal and floral, and Omaha got many compliments for having its up-to-date commercial school already filled with six hundred students.

One of the busiest men at the convention was Mr. Harry C. Spillman, who was attending his first convention as School Manager for the Remington Typewriter Company. Mr. Spillman with his "Three Twins" (Remington, Smith Premier, Monarch) was present all the time and the general verdict of his friends is that he is making good.

The publishing and office appliance companies were well represented. The names of the companies and their representatives were as follows:

Remington Typewriter Company—Harry C. Spillman, Parker Woodson, Alice M. Owen, Dorothy Sommers, H. E. Roesch and W. J. Pickering; Burroughs Adding Machine Company—J. C. Walker; Commercial Supply Company—C. S.

Hammond; A. B. Dick Company—P. C. Dolard; Wales Adding Machine—J. D. Orris; Dalton Adding Machine; Underwood Typewriter Company—P. W. Daniels, Mabel Baird; Ellis Publishing Company—W. B. Phillips and L. A. Wilson; Goodyear-Marshall Publishing Company—C. C. Marshall and L. E. Goodyear; A. N. Palmer Company—A. N. Palmer; Lyons & Carnahan—George Huebsch; Southwestern Publishing Company—J. W. Baker; H. M. Rose Publishing Company—H. M. Rowe and G. W. Hootman; American Book Company—R. Scott Miner; Ginn & Company—E. D. Lobaugh; Zaner & Bloser Company—C. P. Zaner; Van Sant Publishing Company—A. C. Van Sant; Gregg Publishing Company—Hubert A. Hagar.



Mr. Spillman's "Three Twins Exhibit" at Omaha

MISS OWEN (SMITH PREMIER) MR. PARKER WOODSON (REMINGTON) AND MISS SOMMERS (MONARCH)



THE men whom I have seen succeed best in life have always been cheerful and hopeful men, who went about their business with a smile on their faces and took the changes and chances of this mortal life like men, facing rough and smooth alike as it came.—*Charles Kingsley.*

The Learner and His Problems

A Department of Hints and Helps for the Learner and Others. Conducted by John R. Gregg, 1123 Broadway, New York City, to whom all communications relating to this department should be addressed.

The Necessity for Frequent Reviews

SPEED in shorthand comes from familiarity with the forms for the common everyday words, and the word-building principles of the system, than from any other source. Every form that causes the slightest hesitation, either in deciding upon the principles involved or in the execution of the outline, is a stumbling block in the way of speed—and also accuracy. Hesitation results in a loss of time in proportion to the time required to reach a decision. Then in the effort to "catch up" the outline following the troublesome word will suffer in accuracy of proportion, with the final result that difficulty in reading is experienced.

Just at this time, when you have completed the text-book, and are anxious to join the advanced "dictation classes," the importance of thorough and frequent review temporarily may be lost sight of, unless the necessity for it is brought to your attention. No real progress can be made in the dictation classes, on new matter at least, until the principles have been *thoroughly learned*.

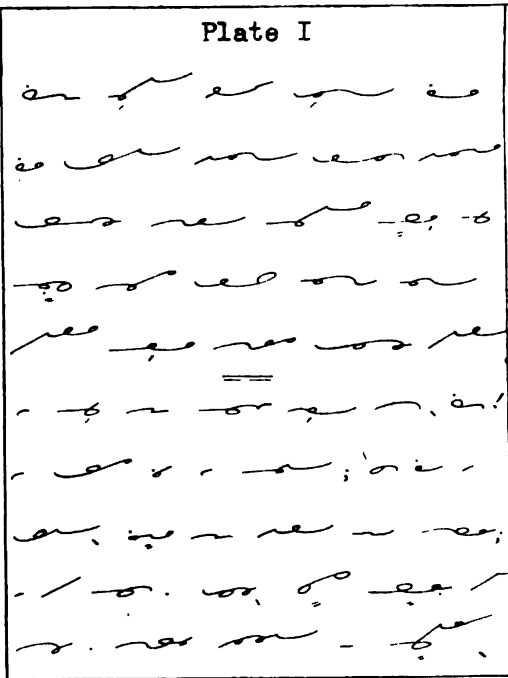
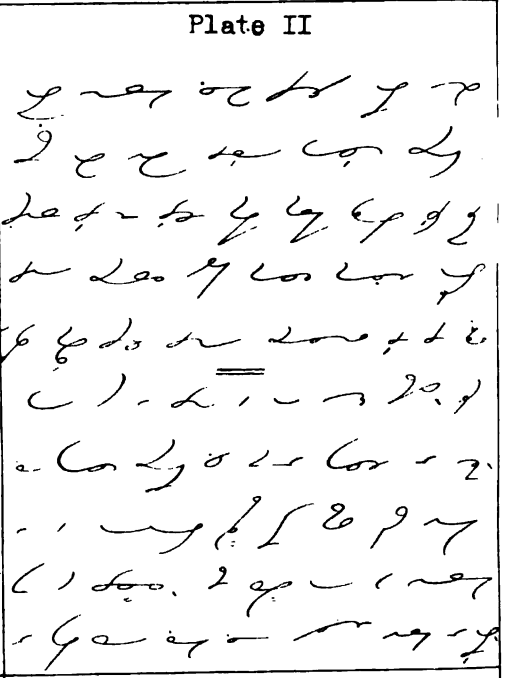
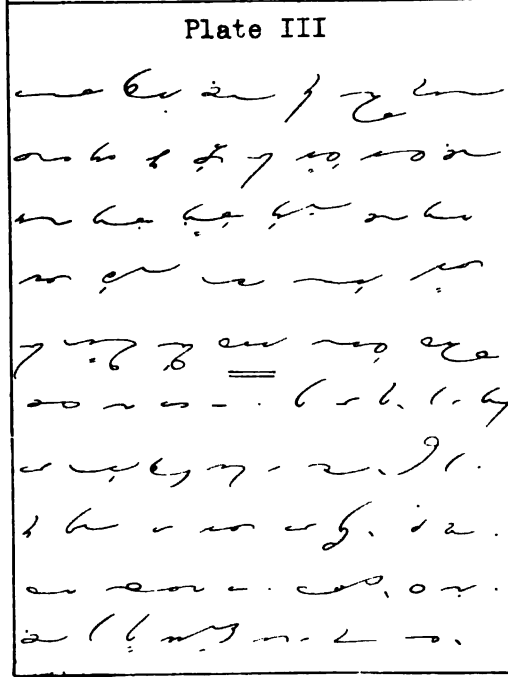
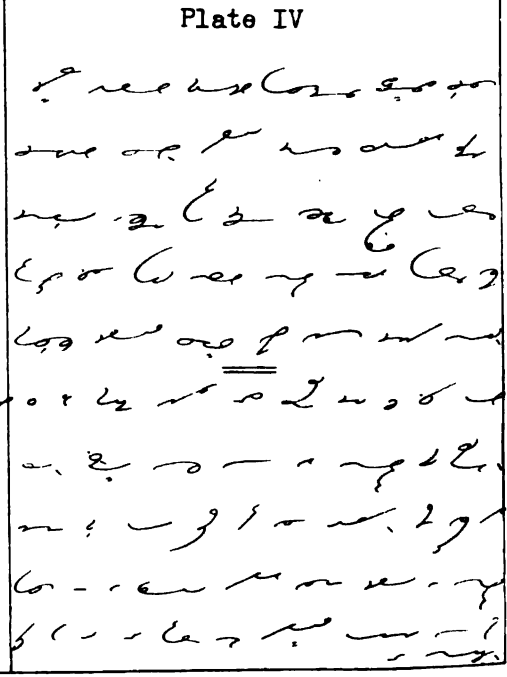
The best way to get the most out of the review is to make an intense study of the principles of a given lesson, practicing the forms as you go, and then have the whole lesson dictated. After this has been done compare your outlines critically with those in the Manual. Re-study any of the principles that caused you the slightest difficulty. Practice writing all troublesome outlines until they flow from your pen unhesitatingly. You must get a thorough command of both "theory" and "practice" as you go. Repeat the operation until you are technically perfect. A final dictation or so, and the reading of your own notes each time, will put on the finishing touches.

Let me draw your attention to the im-

portance of the dictation features of the review. In your actual work as a shorthand writer the words come to you through the sense of *hearing*. In order to prepare yourself for this kind of work, dictation on the principles will be an important feature of your study. The aim should be now to duplicate as nearly as possible the conditions under which you will have to work in the dictation classes. But there must be definite theoretical knowledge of the principles preceding the dictation backed by practice of the forms which you *see*. The more practice you get in *applying* the principles the greater the facility you will obtain in execution.

Your review can be made much more effective also in the study of the theory by working up the exercises in *Hints and Helps to the Student*. The study of this little book will add a new interest to your shorthand work. One of the chief difficulties that teachers have found in obtaining effective reviews is the seeming lack of interest students take in the text-book after they have gone through it once. For many the book has then lost the charm of mystery. Of *newness*. But you can awaken a new interest by simply making up lists of words involving the principles in each lesson, and practicing these in addition to those given in the Manual and in "Hints and Helps." Suppose you try, for example, to make up a list of one hundred words bringing into use the upward and downward hooks. Since you are not now restricted to the limited word-building material presented up to and including the Third Lesson, the range of words to which you can apply the principles can be made much more complete and valuable. The same plan can be applied to the other principles of the Manual.

Supplementary Exercises

| | |
|---|---|
| <p>Plate I</p>  | <p>Plate II</p>  |
| <p>Plate III</p>  | <p>Plate IV</p>  |

Another feature of the review that will help to create new interest is to read the shorthand plates in the *Gregg Writer*, or in any of the reading books in shorthand, making note of each word that has caused you any trouble in reading, and referring to the Manual for further explanation of the principle involved.

The practice you get in reviewing the principles from the Manual, and in the other ways suggested, will assist you materially in increasing your shorthand vocabulary—and that is the goal you should make for. The efficiency of your work is dependent wholly upon the number and variety of the words you have at your pen point. And I don't mean by this merely *knowing* the words and being able to execute them *if given enough time*, but knowing them so well that they fall from your pen almost unconsciously. You cannot reach this delightful, technical proficiency by any amount of study of "theory"—it is only by a combination of theory and a vast amount of actual writing practice from dictation that it can be acquired. Shorthand is decidedly a practical art; the more you practice, and practice it intelligently, the more skillful you become.

There is one more point in connection with your review that you must bear in mind—*reading practice*. Shorthand writing is a two-sided art; and one side balances equally with the other. In writing your work is constructive, or synthetic; in reading, it is destructive, or analytic. You must learn first to build your words; and then you learn to take them apart, piece by piece, examining each part and getting at its inner meaning. In the reading you get an opportunity to see how accurate your building has been, what sort of a workman you are. In writing you exercise your creative power, your ingenuity, your resourcefulness. You are constantly put on your mettle to decide things and decide quickly. Shorthand is a great training for the mind, and it extends itself to all your other work. It makes you more efficient in all your other relations—work, play, or social.

Look upon your "reviews" in the broadest sense—what they do for you not only in the way of acquiring greater skill in the technique of shorthand writing, but in

strengthening your efficiency in other ways—and you will find such an interest in shorthand as you never thought possible.



The Abbreviating Principle

THE beauty, practicability, and *power* of the "abbreviating principle" was never more graphically shown than in the following poem by Mr. Harry Graham, which appeared in the *Century Magazine* several years ago. Just after President Roosevelt had issued his famous order in regard to spelling reform.

We do not know whether Mr. Graham is a writer of the system or not, but he has assuredly grasped the genius of the abbreviating principle. There is not an abbreviated word in it that is not instantly recognizable. Even with the verse dealing with golf—which to many is a technical subject—such words as "hazard," "niblick," "Haskell" and "bunker" are unmistakable to any one of ordinary sense.

Such a principle is possible only in a system like ours where the essential vowels are an unmistakable part of the form. Vowels are what give the life, vividness, and "voice" to words, make them speak out truly and clearly. A mere consonant outline is nothing—"unspeakable," because you can't pronounce it. An outline made up of the consonants in a word only is but a skeleton of "dry bones." The vowels add red blood, flesh, and sinew. They make the word a thing of life. And the simplicity of the abbreviating principle is one of its greatest charms. You are not hampered by rules, restricted and confused by exceptions. You simply write the part of the word that is unmistakably suggestive. You do not need to see the tail of the dog to recognize it as a dog:

Conversational Reform

When Theo: Roos: unfurled his bann:

As Pres: of an immense Repub:

And sought to manufact: a plan

For saving people troub:

His mode of spelling (termed phonet:)

Affec: my brain like an emet:

And I evolved a scheme (pro tem.)

To simplify my mother-tongue,

That so in fame I might resem:

Supplementary Exercises

| | |
|---|---|
| <p>Plate V</p> <p>Handwritten cursive text for Plate V, consisting of approximately 10 lines of script.</p> | <p>Plate VI</p> <p>Handwritten cursive text for Plate VI, consisting of approximately 10 lines of script.</p> |
| <p>Plate VII</p> <p>Handwritten cursive text for Plate VII, consisting of approximately 10 lines of script.</p> | <p>Plate VIII</p> <p>Handwritten cursive text for Plate VIII, consisting of approximately 10 lines of script.</p> |

Upt: Sinc:, who wrote "The Jung:",
And rouse an interest enorm:
In conversational reform.

I grudge the time my fellows waste
Completing words that are so comm:
Wherever peop: of cult: and taste
Habitually predom:
'Twould surely tend to simpli: life
Could they but be curtailed a trif:

For is not "Brev: the Soul of Wit"?
(Inscribe this mott: upon your badge)
The sense will never suff: a bit,
If left to the imag:
Since any pers: can see what's meant
By words so simp: as "husb:" or "gent:"

When at some meal (at dinn: for inst:)
You hand your unc: an empty plate,
Or ask your aunt (that charming spinst:)
To pass you the potat:,
They have too much sagac:, I trust,
To give you sug: or pepp: or must:

If you require a slice of mutt:
You'll find the selfsame princ: hold good,
Nor get, instead of bread and butt:,
Some tapioca. pudd:,
Nor vainly bid some boon-compan:
Replen: with Burg: his vacant can.

At golf, if your oppon: should ask
Why in a haz: your nib: is sunk,
And you explain your fav'rite Hask:
Lies buried in a bunk:,
He cannot very well misund:
That you (poor fozz:) have made a blund:

If this is prob:—nay, even cert:—
My scheme at once becomes attrac:
And I (pray pard: a litt: impert:)
A public benefac:
Who saves his fellow-man and neighb:
A deal of quite unnecess: lab:

Gent: Reader, if to me you'll list:
And not be irritab: or peev:,
You'll find it of tremend: assist:
This habit of abbrev:,
Which grows like some infect: disease,
Like chron: paral: or German meas:

And ev'ry living human bipe:
Will feel his heart grow grate: and warm
As he becomes the loy: discip:
Of my partic: reform,
(Which don't confuse with that, I beg,
Of Brander Matth: or And. Carneg:)

"T is not in mort: to comm: success,"
As Shakes: remarked; but if my meth:
Does something to dimin: or less:
The expend: of public breath,
My country, overcome with grat:,
Should in my hon: erect a stat:

My bust by Rod: (what matt: the cost?)
Shall be exhib:, devoid of charge,
With (in the Public Lib: at Bost:)

My full-length port: by Sarge:
That thous: from Pitts: or Wash: may swarm
To Worsh: the Found: of this Reform.

Meanwhile I seek with some avid:
The fav: of your polite consid:
—Harry Graham, in *The Century Magazine*.



Master Shorthand

We should attack shorthand

Methodically
Assiduously
Scientifically
Thoroughly
Earnestly
Resolutely

Sensibly
Honestly
Orderly
Rightfully
Tenaciously
Heartily
Attentively

Now in conclusion, to learn to write
faster,

Daily determine shorthand to master!
—*From an old Shorthand Magazine*.



Six Resolutions

Six resolutions—how they do survive!

He talked about himself—
Then there were five.

Five resolutions—would that there were
more!

He used a bit of slang—
Then there were four.

Four resolutions, cheerful as can be.
He skipped his cash account—
Then there were three.

Three resolutions, so far tried and true.
He got in an argument—
Then there were two.

Two resolutions, shining in the sun.
He stooped to flattery—
Then there was one.

One resolution, pitiful to see.
He stayed at home from church—
Oh, dear me! —*Somerville Journal*.

THE "Order of Gregg Artists"

is a clan composed of artistic writers of the system, which has for its object the development of artistry in writing. This department is the official spokesman of the clan. Conducted by Alice L. Rinne, O. G. A., 32 S. Wabash Avenue, Chicago, to whom all communications relating to this department should be addressed.



HOW TO BECOME A MEMBER OF THE O. G. A.: Make two copies of the article "O. G. A.'s Test" in your very best shorthand. Send one copy to the editor of this department, the other retain for comparison with the shorthand "plate" which will appear in the February issue. If your copy possesses the necessary artistic qualities, you will be awarded an "O. G. A." certificate, and your name will appear in the published list of members. An examination fee of twenty-five cents must accompany your test. A test is good only until the 15th of the month following date of publication.

The O. G. A. is a select company of artists, and membership is granted only to those whose notes show unquestionable artistic merit. It is worth your while to try for membership. You may not succeed the first time you try, because the standard is very high. But you will not know until you do try.

The emblem of the clan is a triangle enclosing the characters O. G. A. The left side of the triangle stands for "theory," the right side for "accuracy" and the base for "beauty"—the three qualities that go to make up artistic writing.

MANY of those ambitious to become members of the distinguished body of "Order of Gregg Artists" have appealed to us for suggestions as to what is the best method of improving the artistic qualities of their writing sufficiently to admit them into this select company.

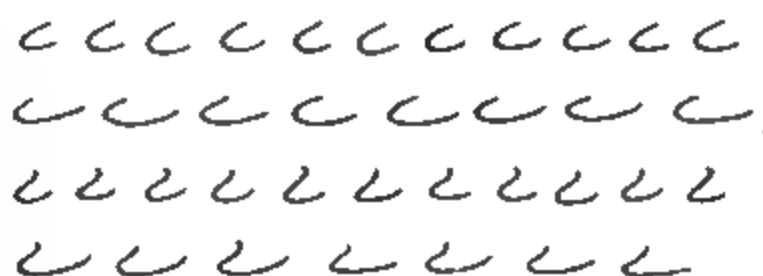
Four months' experience in correcting the papers submitted in the O. G. A. tests, has led us to certain definite conclusions, and these we shall present for your benefit.

In the first place, let us talk about *compactness* in writing. Not one out of twenty-five papers submitted to us shows the "copy" written in the space given a plate of shorthand as it appears in the magazine. In nearly every instance, the shorthand covers almost twice the amount of space necessary for the material given. In the majority of cases, this is due more to irregular, inconsistent spacing than to the use of large, unwieldy notes. Spacing

is an important factor in artistic writing. The size of the outlines written by most of the contestants is particularly commendable. The average contestant has adopted the size of the notes in our various publications. That is a good standard to work upon. If you find that your notes are much larger than those in the plates or in the Manual, work to reduce them. You should not reduce them to such an extent, however, that your writing appears cramped and therefore labored. Cultivate freedom. Practice on the individual characters, making line after line of each; as



Then write some of the oft-recurring combinations, such as



Drill on the horizontal curve combinations, such as



noting that those of equal length are written with a smooth, wave-like movement, while those of unequal length are distinguished by a decided "hump."

Next, examine your notes carefully and see if you are making a very positive difference in the size of the circle vowels. The difference in size ought to be exaggerated rather than made too indefinite. The circle should be joined to both straight lines and curves at *right* angles.

b i a e o b
Not *b i a e o b*

K, g, r and *l* are not geometrically regular in their curve, but are slightly inclined like longhand. *K* and *g* are similar in slant and curvature to the upper portion of the longhand *m* or *n*, and have the stronger curve at the end; *r* and *l* are similar to the lower portion of the longhand *u*, and have the stronger curve at the beginning.

u u u u u
Not *u u u u u*

Where a circle comes inside two curves, or a curve and straight character, do not close up the space too mechanically. Note the following correct and incorrect execution:

u u u
u u u

The proper proportion in lengths should be a subject of much study and practice on your part. Many writers start out with one size and before the end of the article will be making their "p's" as large as "b's" or the reverse. The hooks should be made small and rather deep.

el; bf; adq;
it; iu; nm;
ph; ow

Consistent slant is another point to be observed. Keep in mind the long-hand

"M" with its upward and downward strokes and you will get the right slant. Study this diagram:

M

Although we have had some response to our suggestion that our teacher friends work up the O. G. A. idea in their classes, we are still unable to decide as to whether or not the scheme has met with your approval, and we want to hear from you on the subject. Please write us—voicing your approval or disapproval.

For this month's test we have selected "The Hopeful Orator" which appeared in Frank Harrison's *Shorthand Magazine* April, 1890.



The Hopeful Orator

By Edward F. Underhill

(At Night.)

Come, Phoebe, don't greet me so coldly—

I know that the hour is late—

But to-night, my time I have given

To serve my Country and State;

And when, at the dawn of the morning,

The sun lights the orient sky,

I know that its bright beams reflected

Will joyfully gleam in your eye.

I've always believed that my genius

Was fitted to brilliantly shine

In spheres more exalted, by far, than

The codfish and mackerel line;

And this night has shown that I proudly

Political life can adorn;—

Ah! Even though now you're distrustful,

You'll fully believe in the morn.

A grand convocation of freemen

Assembled to-night, in the Square,

And voices of eloquent speakers

Were borne on the chill evening air.

And I, too, was called to the rostrum,

And then, with a magical power,

I warned of the dangers that threaten

In crisis like that of the hour.

Thoughts came to my brain like the gushing

Of oil from Petrolia's spring;

Responsive, the throats of the people

With cheers made the atmosphere ring;

I saw, too, a dozen reporters

Who caught up my eloquent flow

In queer looking pot-hooks and hangers

Upon a long table below.

I took them all, after the meeting,
 And asked them to help me to drain,
 At Reilly's a half-dozen bottles
 Of sparkling Veuve Clicquot champagne.
 My speech in the morn will be printed;
 My prospects of greatness are bright;
 I know that you'll share in my glory;
 Now kiss me, my darling;—good night.

(In the Morning.)

Waken, Phoebe, sleep no longer;
 See the joy we have in store;
 Here's the paper with my speech in,
 Brought up from the area door.
 See my name in towering letters,
 Flaunting at the column's head;
 Never till this moment did I
 Think it would such luster shed.

Here below the speech is printed;
 For me there's a grand career—
 Next year in the Legislature,
 Then, in Congress, to appear.
 Pshaw! Here's only half a column;
 Yet I know I had the power
 To hold that audience interested
 In my words for near an hour.

Gracious goodness! See what blunders!
 Though I from the poet read
 "Sunbeams glittering," they report me
 "Some beans clattering" to have said!
 I remarked that "able lawyers"
 Gave their sanction to our cause;
 "Able liars" I am made to
 Say—amid a "great applause!"

Though I said "the Nation's ship
 By angry billows now is tossed,"
 Here they have "the notion shop by
 Hungry bullies now is bossed."
 "See," I said, "the masses rising—
 'Tis a sight to call for cheers;"
 Yet they print "them asses racing
 Is a sight to call for jeers!"

Next I spoke of "struggling nations
 Groaning under royal yokes,"
 Yet they've printed arrant nonsense—
 "Grinning under oral jokes!"
 "Inter Arma silens leges,"
 Said I of war's conflicts dread;
 "Enter rum saloons and lodges,"
 I am made to say instead.

Heavens! I can read no farther;
 Oh, that it should come to pass
 That a pack of wretched scribblers
 Thus should write me down—an ass;
 Thus should spoil my brilliant prospects;
 'Tis enough a saint to vex,
 Would I had the rascals here that
 I might ring their cursed necks.

List of Certificated O. G. A.'s

Harriet Armstrong, Portland, Me.
 M. Baroggio, Chicago, Ill.
 Cora B. Beach, Fayette, Iowa.
 J. A. Benson, St. Louis, Mo.
 Bro. Theodorus, Indianapolis, Ind.
 Bertha G. Carroll, Portland, Ore.
 Mary E. Chambers, Lancaster, Pa.
 Wm. K. Clarke, London, England.
 Iva M. Condon, Merrimac, Mass.
 Clement Coppel, Liverpool, England.
 Ernest W. Crockett, Liverpool, England.
 Augusta L. Davis, Sharon, Mass.
 Margaret Demaree, Hanover, Ind.
 Roy Dillon, Portsmouth, Ohio.
 Nellie Domino, Quincy, Ill.
 Clara Eckert, Council Bluffs, Iowa.
 Stella M. Elliott, Bowling Green, Ky.
 R. A. Fitch, Decorah, Iowa.
 C. G. Gilbert, Mexico City, Mexico.
 Frank J. Groser, St. Paul, Minn.
 Marie Hanner, Massillon, Ohio.
 Walter S. Harmon, Portland, Me.
 D. E. Henry, Ottawa, Ont., Canada.
 L. Hawken, New Zealand.
 Alta C. Henderson, Great Falls, Mont.
 W. Frank Keefer, Wheeling, W. Va.
 Ethel Lampton, Los Angeles, Cal.
 Annabelle C. Lowney, Haverhill, Mass.
 Miss C. M. Mathews, New York City.
 Francis McMahon, Massillon, Ohio.
 Winifred McPherson, Wingham, Ont., Canada.
 C. L. Michael, Phoenix, Ariz.
 Elizabeth A. Miller, Evansville, Wis.
 Cecil Morales, Veracruz, Mexico.
 John A. Morris, Liverpool, England.
 Milton H. Northrop, Albion, Mich.
 N. D. Nutter, Kansas City, Kans.
 Dora B. Peters, Hiawatha, Kans.
 T. A. Peterson, Portland, Ore.
 Sadie H. Pickard, Haverhill, Mass.
 Dorothy Probrandt, Corsicana, Texas.
 Marguerite Ramey, Haverhill, Mass.
 May L. Rice, Providence, R. I.
 S. P. Richmond, Charleston, W. Va.
 Harry Rohm, Carthage, Mo.
 W. Rude, Carthage, Mo.
 Cecil Sarver, Portsmouth, Ohio.
 Louis Scheel, St. Louis, Mo.
 Sister Mary Anna, Rochester, N. Y.
 Lillie Sharp, Carthage, Mo.
 J. C. Smeltzer, Wilmington, Del.
 Millie V. Stalnaker, Marshalltown, Iowa.
 Emma L. Stein, Milwaukee, Wis.
 Evelina M. Stone, Burlington, Vt.
 Eva A. Thompson, Park River, N. Dak.
 Gotthard Wall, Chicago, Ill.
 Frank Walters, Harrisburg, Ill.
 G. Clinton Wilbur, Elnora, N. Y.
 M. Gertrude Willey, Burlington, Iowa.
 Guy Zears, Minot, N. Dak.
 Edward D. Zellars, Joliet, Ill.
 Joseph S. Zocholl, St. Paul, Nebr.



Plenty of September numbers still on hand!!

An Excellent Copyholder

THE common board clip, with a block nailed to the top at the back, to raise that end from the desk, makes a splendid copyholder, as it can be moved around in any position to catch the light, and is also very inexpensive, most offices having one or more on hand. This copyholder, sitting on the desk at the side of the machine, does not vibrate, as do most copyholders which are attached to the machine direct.—*Enoch Sturgeon, Nogales, Arizona.*

A Pencil Sharpener

In writing shorthand with pencil, the point of the pencil often becomes blunt. Instead of taking the time and trouble to sharpen it with a knife, why not paste a piece of sandpaper on the cover of the notebook and sharpen the pencil on this?

Thus, a fine point can be had for each letter by simply rubbing the lead on the sandpaper a few times.—*Hyme Goldfus, Minneapolis, Minn.*

Making Carbons on Mimeographed Forms

In offices where report blanks have to be made with the mimeograph or any other duplicating machine, it is almost impossible to have the writing in exactly the same position on every sheet, especially if a hectograph is used.

In making carbon copies of such reports, the following method will insure the writing to be in the proper place on each carbon copy. Before inserting the carbon sheets, put a pin through the blank, directly in the center of a letter, preferably an "o," at some point near the top of the page, and then run this pin through each successive sheet at the

same point. Another pin can be inserted in the same way near the bottom of the page and then the whole fastened with a paper clip at the top, and the pins removed. When the carbons are inserted and the blanks placed in the machine, you can be certain that every copy will have the writing in the correct position.—*Clarence M. Styer, Huron, S. Dak.*

A Tabulating Help

I have found that where several reports have to be tabulated each day or week, a small notebook with the tabulating stops marked for each different report will save a great deal of work and make the reports uniform. When a report has been arranged in the desired form, write down the numbers of the spaces at which the tabulator stops are set for that report and even if the tabulator is changed afterward, you can easily refer to the book and get the original position of the stops for that particular report.—*Clarence M. Styer, Huron, S. Dak.*

Making Use of Spare Time

I have several hours each day in which I have no work to do for my employer, and I have spent much thought on how to spend this time with the most profit in attaining a better knowledge of shorthand and typewriting. This is the plan upon which I have decided: I make it a rule to typewrite every day at least one page of my *Gregg Writer*; to make at least two copies of the letter (given in a recent issue of the *Gregg Writer*) which contains every character on the keyboard; and to write in shorthand at least one page from a good book, and transcribe this on the machine the following day, as this gives me a little

more exercise in reading my notes, than to transcribe it immediately after writing it.

I find that one accomplishes more by setting a definite line of work to follow than by practicing at random.—*Ida G. Surtees, Montezuma, Iowa.*

Re-Inserting Carbon Copies

In making carbon copies of important documents, very light tissue paper is used so as to lessen the bulkiness of letters containing a number of enclosures. After the copies have been removed from the machine, it is often necessary to re-insert them separately to make headings for filing purposes. Place each copy on a piece of stiff paper the size of the copy, thus forming a back and preventing the copy from tearing or wrinkling. Then take a piece of heavy paper four or five inches wide and as long as the paper to be written on is wide. By folding this over the top of the two sheets, it forms a sort of guide and can be taken off before starting to write.—*E. A. Sandler, Cairo, Ill.*

Neat Underlining

Careless underlining is a certain drawback in neat typewriting. A way to obtain good results is to press down the shift lock, then press the key for underlining just enough to enable you to get a hold of the type; now release finger from key and press the type firmly against the ribbon; with the other hand press down the carriage release, and move the carriage from left to right along the place to be underlined. This method insures a line of uniform smoothness and adds to the beauty of the whole typewritten page.—*Wm. Granlund, Flint, Mich.*

Matched Headings With Carbon Paper

When from two to five letters, all alike, are to be sent to different firms, they may be written with a carbon, including the heading. To do this, arrange alternate letter and carbon sheets, the same as for regular work. Place a piece of very thin tissue paper between the ribbon and the top sheet; another piece between the first carbon and the second letter sheet; another between second carbon and third letter sheet, and so forth, in front of each letter sheet except the last. Then typewrite the

heading to appear on last sheet; roll up platen, change tissue paper from in front of next to last sheet to front of last sheet, roll back platen, typewrite heading to appear on next to last sheet, shift next tissue, typewrite third heading, and so forth, till last page is reached. Then remove tissue from behind ribbon, and write heading on top sheet. Afterwards, roll up platen, remove all tissue paper and proceed with letter. If a very thin tissue paper and new carbon is used each time it will be almost impossible to distinguish from actual ribbon work, especially since the heading is a perfect match for the body of the letter.—*C. V. Crumley, Tacoma, Wash.*

Another Copyholder

If using a stiff back notebook, take two ordinary paper clips and two small rubber bands, tying the bands together, and slip through the clips. Fasten one of these clips to each end of your notebook and when taking dictation or when you wish to close notebook just slip one of the clips off and let it swing loose. This is a very cheap "notebook staff" and does away with the tack in the desk, as suggested by one of our *Gregg Writer* readers some time ago.

I find this to be of great benefit to me in transcribing my notes, especially where the light is bad, and I hope it will help some shorthand writer who does not have a staff for his notebook.—*D. D. Leisenberry, Holden, W. Va.*

A Valuable Typewriting Expedient

No doubt many stenographers and typists in transcribing their notes or copying letters sometimes have to make extra copies for files in the office. In placing the sheets in the typewriter, they very often do not turn out straight in front of the platen or roller. In order to prevent this, take a piece of paper five or six inches wide, crease it in the middle, place it in back of the platen and then place the required number of sheets of paper between the folded piece of paper, turn the platen three or four times and you will see that all the sheets are even.

As this is a time-saving way of doing this sort of work, I thought I would pass it on.—*C. W. Klore, Bremerton, Wash.*

Postcarditis

In this department we will publish each month the names of the writers of Gregg Shorthand who desire to exchange postals "written in shorthand" with other writers of the system in any part of the world. Every applicant must be a subscriber to this magazine. Names are not repeated after first publication. The application for enrollment must be written in shorthand, with the name and address in longhand. Conducted by Merritt Brown, care of Gregg Writer, Chicago, Illinois, to whom all communications relating to this department should be addressed.



WE are sorry to learn that while following the rule for application (you will find it in the department heading, you know), some of our members forget the injunction when sending their first messages to other postcarders. Must we continually "preach"?

The fourth stanza of the Christmas Carol exactly states the case of an Idaho member, Miss Elizabeth Norton, Box 45, Cambridge. She has been puzzling over the signature of a card showing the Hancock County Court House, Bay St. Louis, Miss. She tells us that she is waiting to be sure who sent her the card before answering.

Do not let your correspondents have any necessity for delay. The proper introduction leaves no room for doubt about the name. Write yours, and your address, with "calling card" clearness. An unusual patronimic is often a serious stumbling block to another, though perfectly simple to you who are so familiar with it. Even as common a name as *Smith* may have a dozen different spellings, and *Brown* itself admits of at least three variations. Or, perhaps, like the southern *Taliaferros*, you may not pronounce your name as it is spelled. Who would suspect that "Tolliver" could be spelled so strangely!

At this time, on the threshold of the New Year,

Let it be Resolved: That no correspondent of mine shall, for any reason, have cause to complain of carelessness or lack of thought on my part.

Hold to your resolve during the coming months. You will have the satisfaction of one New Year's Resolution kept—the result a much pleasanter exchange of greetings and helpful suggestions.

In addition to the listed applications this month is one from a Gregg enthusiast

who is not using his shorthand in daily work. Mr. A. M. Hurwitz is attending the dictation classes at the evening High School, spending his days as assistant cashier and bookkeeper in one of the large Rochester nurseries. "Rochester is considered one of the most beautiful cities in the country," he writes. A good prospect for fine post cards! Mr. Hurwitz's address is 117 Kelly St., Rochester, N. Y.

The New Members

Banking and Insurance

Eugene W. Fuer, Department of Banking and Insurance, State House, Trenton, N. J. (Would like to hear from stenographers in the State Capitols, but will answer all cards.)

Languages

Carita L. Cutler, 3 Mason St., Worcester, Mass. (German and Spanish.)

Law

Ida E. Buntt, Wayne, Neb. (Is anxious to have a post card of every public library.)

Manufacturing

Miss E. R. Berenzweig, 744 E. 9th St., New York City. (Woolens and Worsted.)

Railway

Arthur Marcuse, 629 W. McMicken Ave., Cincinnati, Ohio.

John McCollum, Truro, Nova Scotia, Canada. (Would like views of railway stations, but will answer all cards.)

Students

Reuben Bacher, 64 Petrie St., Little Falls, N. Y. *Utica School of Commerce*. (Prefers views in exchange for cards showing the scenes in the Mohawk Valley.)

Nettie Caldwell, Brandenville, Pa. *Latrobe Commercial College*.

Lillian B. Hilliard, Flag Pond, Saco, Maine. *Saco Commercial College*. (Prefers views.)

Leo L. Kinney, 804½ South Seventh St., Terre Haute, Ind. *Brown's Business College*.

Gustave Labossiere, 153 Broad St., Marlboro, Mass. *Marlboro Business College*.

Teachers

B. E. Alward, Commercial Department, High School, Mountain Home, Idaho.

H. J. Holm, Principal Gregg School, 32 S. Wabash Ave., Chicago, Ill.

General

Miss Flodie L. Mears, 810 Sixth Ave., Tacoma, Wash.

Grace E. Murdock, 3540 S. K St., Tacoma, Wash.

James C. Pavlik, St. Norbert's College, West De Pere, Wis.

Elsie Ritter, General Delivery, South Bend, Ind.

John Simon, R. F. D., Portsmouth, Ohio.

Edward S. Smith, R. F. D. No. 4, Frederick, Md. (Historic views preferred.)

Leora T. Snow, Box 12, Pine Point, Maine.

Paul R. Strout, Wenatchee, Wash.

Osie Sturm, 333 Wilson St., Clarksburg, W. Va. (Views only.)

Marie Tobin, 814 Hurlburt St., Peoria, Ill.

Beatrice Tree, 109 Queen St., Ithaca, N. Y. (Prefers views.)

Nellie Van Dyne, 617 Utica St., Ithaca, N. Y.

Genevieve Waldron, 8108 N. Claremont Ave., Chicago, Ill.

Hazel Whitney, 2408 First Ave. N., Seattle, Wash.

We quote in full Mr. Hollis' letter:

Dear Friends:

Here is an application from a "Gregg-ite from the great Northwest," for entrance to your department. I am a teacher of "the forward movement" and am very much interested in corresponding with writers of the system.

I am going to make my request broad by asking an answer, either post card or letter, from every reader of the *Gregg Writer*. I will answer every one and am especially desirous of having a letter from every teacher of Gregg shorthand in the country.

I will endeavor to make it worth while to all who wish to correspond. Many good wishes to every writer in the profession.

W. S. HOLLIS,
Box No. 952, Portland, Ore.

Mr. Wm. O. Schwan, R. F. D. No. 5, Box 59, West Allis, Wis., who joined the circle in July, is especially anxious to hear from the members in other countries, especially Germany and England.



Eastern Commercial Teachers' Association

Atlantic City, March 20, 21, 22

AMONG the commercial teachers' associations the E. C. T. A. has always maintained its place in the lead. The fine record of the past only serves to stimulate officers and members to their best efforts to make this convention surpass any of those that have preceded in quality of program, conveniences for exhibitors, excellence of banquet arrangements, exceptional headquarters facilities, and in all that goes to make a convention a success.

This will be a meeting in which every member of the association will have his say—a good old fashioned round-table heart-to-heart talk.

At least fifty of the perplexing questions that all of us are trying to solve will be answered definitely by fifty of the leaders in the field of commercial education, and just as much time will be allowed for general discussion from the floor as is occupied by those scheduled speakers. No answer need go unchallenged, if it does not harmonize with your experience. Different? Yes, and just what dozens of letters

tell your committee you have been waiting for.

Note the time—Easter Week End—and make your plans now. Thousands go to Atlantic City for Easter Sunday and you will do well to make your reservations early at the Rudolph which has been chosen as headquarters. Here also will be held the big banquet, and all meetings. Six large rooms near the convention hall have been reserved for exhibit purposes. Rates of \$1.50 and up (two in a room), European plan, and \$3.50 and up (two in a room), American plan, have been secured at headquarters. Numerous other hotels publish rates from \$2.50 up, American plan. Particulars will be given later.

The following *partial* list of topics will convince you that as a live business educator you cannot afford to miss this great convention. Watch for later announcements.

1. What should be included in the commercial arithmetic course?
2. To what extent has the introduction of

calculating machines, affected the teaching of rapid calculation?

3. How to obtain actual problems in commercial arithmetic.

4. What can be done for the student who cannot distinguish sound accurately?

5. Should the student's time be divided between theory and practice, and how may a review of principles be secured?

6. Should shorthand students be required to take work in bookkeeping, rapid calculation and business writing?

7. Should all shorthand writing by beginners be corrected and how may careless notes in advanced shorthand be prevented?

8. Does enthusiasm hold as important a place in the teaching of penmanship as the technical skill of the teacher?

9. Do you teach the student to use finger movement in small writing or insist on keeping the fingers firm and executing entirely with the muscular or fore-arm movement?

10. What portion of the penmanship hour do you devote to purely movement drills and how soon do you begin making the practical application to the writing?

11. How, if at all, should the element of speed enter into the teaching of penmanship?

12. To what extent should drill be made a factor in teaching the commercial subjects? Is there enough drill in these subjects at present to make the work effective?

13. How can the work in all courses best be planned and conducted to develop initiative on the part of the students and impress them that supervision is costly and that the more supervision he requires, the less valuable he will be?

14. A large number of incompetent stenographers and bookkeepers are being sent into the business world. Is this the fault of the schools or the employing public?

15. Is it advisable to teach "accounting" to secondary school pupils?

16. What is the best way of teaching and developing profit and loss statement and balance sheets?

17. To what extent should we give instruction in office appliances in connection with bookkeeping.

18. Is it desirable to use shields in the teaching of typewriting, and if so, to what extent?

19. Should perfect work be insisted upon in all stages of the typewriting instructions?

20. Teaching vs. proof-reading in the typewriting department.

21. Is standardization in the selection of typewriting machines desirable?

22. Can we insist upon the touch method in the evening schools and with students in the day schools who have but a short time to spend on the subject?

F. G. NICHOLS,
Sec'y Executive Board.

Announcement

TO the Members of the National Commercial Teachers' Federation:

Since the Spokane meeting of the Federation scores—yes, hundreds—of requests have been received by the President asking that the date of the next meeting be changed from midsummer back to the old date, holiday week. These requests were so numerous and so insistent that the President put the question to a vote of the General Executive Board elected at the Spokane meeting and they voted, with only two dissenting votes, in favor of a change of date to December, 1913. The Committee on Arrangements also passed a resolution by a unanimous vote in favor of changing the date to December 29, 30 and 31, 1913.

When it was decided to hold a midsummer meeting in Spokane in 1912, it was generally understood that the change of date would apply only to that one meeting, and that thereafter we would go back to our old meeting time, holiday week. The sentiment among the members, both in the private schools and the public schools, is almost unanimous in favor of the winter meeting, as this is the time of year when the greatest number will be able to attend.

Therefore, complying with the wishes of an overwhelming majority of the members and with the vote of a majority of the Executive Board, the President begs to announce to the members of the National Commercial Teachers' Federation and to the commercial school fraternity that the next meeting of the Federation will be in Chicago, December 29, 30 and 31, 1913.

Fraternally yours,

F. M. VAN ANTWERP,
President.

Louisville, Ky., Dec. 16, 1912.



"Decision of character outstrips even talent and genius in the race for success in life."

* * *

"Don't brood over the past or dream of the future; but seize the instant and get your lesson from the hour."

The GREGG WRITER

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The Fallacy of a Favorable Time

NO one thing, perhaps, has done more to retard the progress of human efficiency than the false idea that a thing must be put off until a favorable opportunity presents itself. More time is lost, more energy thrown away, more plans made which future conditions will not admit of execution, and more failures result from this one notion than can be ascribed to any other.

There is but one favorable time and that is "NOW."

The genius who devised the phrase, "DO IT NOW" had this fallacy in mind. The sage who wrote "PROCRASTINATION IS THE THIEF OF TIME" had somewhat the same view; and so on from time immemorial can we trace through literature such apt and pointed epigrams, all bearing on the same subject.

But it is one thing to give advice and another thing to tell how it may be acted upon. The injunction of "do it now" may lead to as disastrous results as "do-not-do-it-now, but to-morrow, or the next day, or—at the first favorable opportunity," if reason is not used, if the question is not

considered carefully before the decision is made.

Favorable opportunity! The waster of time! The thief of happiness! The inevitable road to ruin! The "favorable opportunity" applies only when someone has followed the advice of "do it now" and has grappled with the problem with so much vigor, and with so much belief in his power, that he is successful in solving it.

The men and women who succeed in accomplishing a great deal in life are ardent advocates of doing a thing as soon as the idea has been conceived and weighed. They believe in the theory that the favorable opportunity rests in them.

To do a thing now does not mean that it should be done impulsively. Rather, on the contrary, should the advice of Davy Crockett be followed—"Be sure you are right—then go ahead." We should weigh carefully in our minds and apply our best judgment, before acting upon a proposition. That is to be expected and is certainly the only wise course to pursue. But when you have once decided to do a thing and that *that* is the thing to do, do it im-

mediately. Then the bitter draught of disappointment will go to the man who believes in waiting for—a favorable opportunity.



About a "Position"

ANY of you who started your shorthand work in September have no doubt by this time begun to think about a "position," and to cast envious eyes at those being sent from the school to work. You are anxious to get out into the business world to try your skill. And why not? You can take letters fairly well; your typewriting is good; you can spell; your English is no worse perhaps than others; you are just as competent as "Phylis Adams down at the Burroughs Company who gets \$12 a week." This is your own estimate, and you know it to be a true estimate because you made it yourself. And your estimate *may* be true, judged by the standard you have adopted.

But Phylis Adams may be a *lucky* girl. The conditions in that office may happen to be just right to make Phylis's work acceptable. It may be one out of a thousand in which it *would*.

You do not want your success in the business world to depend upon *luck*. It isn't a safe foundation. Besides, "*luck*" generally gravitates to the one *best prepared*. The exception simply proves it.

The stenographer who knows his business well is always lucky, because he has literally to kick good positions out of the way. He doesn't have to "hunt" a position, because the position hunts *him*.

At best the business world is a cold, calculating machine—with an unappeasable desire to *get things done*. It wants service; it wants execution; it wants results. The human element is generally considered last. It is willing to *try* you on your word, but it will only *keep* you on your work. The more service you render, the more pay it will relinquish for your benefit. It is simply a plain business proposition to be *so ready* for your work that there will be no question about it.

The man who knows more about your fitness for a position in your town than

anybody else is the man at the head of your school. When he tells you you are "*ready*," you are. And you ought to stay right there in the school working just as though you were paid \$25 a week for it, with a chance for promotion to \$50, until the message comes from the office that you are wanted to fill a position.

When that message comes, you will be *ready*.

There will not then be any question of "*luck*." The business man will take the school man's *word* for it, and he will take your *work* for it.



Shorthand Clubs

VERY much interest has been manifested recently in the organization of local shorthand clubs in various parts of the country, and we have received many requests for information about details of organization. We think this is a move in the right direction.

The shorthand club in any community can exert a very great influence in furthering the interests of the shorthand art and can be made the means of materially benefiting every member of the profession. The advantages of co-operation among those engaged in any profession or calling are too well known to need extended discussion here. We see them on every side. As society becomes more complex the individual becomes less and less effective as an independent force, and must rely upon organization—the co-operative force of his fellow craftsmen—to get him as an individual what he could not alone secure. Practically every profession now has its local, state and national organizations. The local organization is the unit, and it is the direct work that it does that brings home to the workers the advantages of co-operation.

In our recent visit to Germany we had occasion to observe the working of the shorthand club idea to some extent. The shorthand society in Germany has been developed to a remarkable degree of efficiency. There is hardly a town or village there that does not have its shorthand society, and the earnestness, sincerity, interest and intelligent work of its members places it on a plane with other profes-

sional organizations. Societies of that kind are much needed in this country to stimulate the same feeling toward the profession that exist abroad where the art is given a standing that compares favorably with that of the other arts and sciences. In Germany, for example, you will find college professors, scientists, statesmen, men of affairs, taking an active interest in the shorthand societies.

The scope of a shorthand society need by no means be limited. There are a thousand and one ways in which it could be an effective economic and social force. All that is needed in any city of any size is for some one to take the initiative in organization.

We are thoroughly in harmony with the idea, and in order to stimulate some additional thought along the line, we will offer a prize of \$20.00 for the best article on "How to Organize a Shorthand Club." The article, which is to be of not more than two thousand words, must be accompanied by a model Constitution and By-laws. It will be published for the benefit of all those who wish to make use of it. So that immediate action will be taken, and the results may be published early, all papers should be submitted to the editor before the fifteenth of March.



About Teaching Methods

THE other day a very distinguished school principal was talking with a teacher. He had just fired a broadside of questions at her, and finally said, "Do you give your students time to think?" When she had answered, he turned to the writer, picked up a book from his desk, and said: "Here is a little book from one of the big universities. It is a report of an investigation of teaching methods in New York City and bears on this very subject of giving students 'time to think.' It shows that on an average *three questions per minute* are asked by the teacher—what opportunity does that give to the student to think?" He then pointed out that the average teacher does too much talking.

"You have observed," he said, "the number and rapidity of the questions I have been putting to Miss B. That was

an illustration of the way the usual recitation is conducted. The student has no opportunity to *think* about his subject and to frame his replies—so that he conveys lucidly the idea he has in mind. The process should be reversed. The student should be given full opportunity to express himself." The ideal teacher is the one who draws the student out, makes him tell or demonstrate what he knows rather than to try to lecture him full of information.

Another question asked was this: "Do you repeat the answers given?" This is a common fault among teachers. The objection to it is that it wastes time. When the student has given a satisfactory answer to a question there is nothing gained by repeating it.

The Blackboard and Results

Still another question he asked was: "Do you make much use of the blackboard in objective illustration?" There is hardly any other subject in teaching which lends itself so well to blackboard illustration as shorthand does. Shorthand is essentially *writing*, and the blackboard is the idea for conveying to a number of students the ideas you wish to express. You can teach the student more in a few well-executed outlines on the board than you could by many minutes of talking. Blackboard illustration is a great stimulator of interest. It is intensely graphic; it focuses attention; it impresses forms and principles so vividly that the student carries them away with him permanently. There are hundreds of forms that can really be taught only by illustration. The students have to see the *actual execution* of them in order to get the correct idea.

Many teachers hesitate to use the board—and this is especially true of teachers of the old-time systems, where "position," shading, and variable forms are a constant source of perturbation—for fear of making mistakes. But the teacher who fears making mistakes will not get very far in the teaching profession. The human element is always present and there is really no such thing as perfection. A little practice on the board after school hours will give almost any teacher of Gregg Shorthand a good command of the

forms. Students themselves, and especially the young pupils, find great interest in using the blackboard, and it is a practice that is well worth cultivating.

These little points on teaching methods are mentioned simply to stimulate teachers of shorthand to observe their own methods in the classroom—to find out, if possible, where the leaks of time are, to ascertain how efficiency can be increased. It is only by a constant effort in this direction that the teacher can keep out of the "rut."



Brevities

Please do not fail to read the article about "Shorthand Clubs." Perhaps you can win the twenty dollars.

* * *

At a recent meeting of the New York High School Teachers' Association, Mr. Edward J. McNamara read an excellent paper on "Efficiency in Shorthand Teaching," in which he explained how many of the principles of scientific business management might be applied in the shorthand classroom.

* * *

Artistic letter writers will have an opportunity to earn some worth-while prizes in the Letter Writing Contest mentioned in the Typist Department this month. Look it up!

* * *

The old historic city of Salem, Massachusetts, has adopted the commission form of government. It has elected five commissioners, each in charge of a department of the public service, and a school committee of five, in charge of the schools and all school property.

Mr. George P. Lord, principal of the Salem Commercial School, was elected a member of the school committee for a two-

years' term, receiving the votes of more than one-half of the registered voters of the city, with three opponents. The many friends of Mr. Lord, in the profession and out of it, will be glad to learn of this recognition of his abilities by his fellow citizens.

* * *

Note the contest on "Business Letters" mentioned in the department devoted to Typewriting and Office Training.

* * *

Commenting on the standardization movement in a paper read at the convention of the New York State Stenographers' Association, 1911, Mr. Theo. F. Shuey, official reporter of debates, Washington, D. C., said:

"In my opinion before Pitman's phonography can be standardized, the nerves must be standardized, and the brain cells, and the muscles of the hand, and another important element, the hearing, and still another, the speed of the matter to be reported."

* * *

Mr. Louis Pfeiffer, of Bedford, Mass., writes us that he is now secretary of the Bedford Safety Razor Company, and he sent us a sample outfit with the request that we give it a trial. If Mr. Pfeiffer had not been an old-time friend, and one of our first students in Boston in the pioneer days, we should not have ventured on the hazardous experiment of manipulating a new style of razor. Our experience of these implements has been extensive and unsatisfactory. Having tried the "Bedford," however, we can honestly say that it is decidedly the most satisfactory razor we have ever handled. We congratulate Mr. Pfeiffer on being associated with an article of unquestioned merit, and for which there will be a very large sale as it becomes more widely known.



IT requires sterling courage to live on the uplands of truth, battling bravely for the right, undismayed by coldness, undaunted by contempt, unmoved by criticism, serenely confident, even in the darkest hours, that right, justice and truth must win in the end.—*William George Jordan.*

An Advertising Letter

(The key to this plate will be given next month.)

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 ~ y e m m ~ ~ e / e f.

Talks on Office Training

The Fifth Step—The Composition of Business Letters. (Continued)

IN the last article two important features of letter writing were discussed—*words* and *sentences*. It would be an excellent plan to re-read that article again before studying this one.

There are a few more suggestions on the subject of words and sentences that it will be well to consider. The acquiring of an effective vocabulary is a work that requires some well organized effort. You cannot annex a word to your vocabulary by simply looking up its meaning in the dictionary. A word is not ours until we use it—and use it correctly.

There is usually a wide disparity between the number of words we *understand* and the number we actually *use* in writing and in speaking. The words we know but do not use may only be brought into everyday use by writing on a wide variety of subjects and by a constant effort to select those words which express most forcefully the thought we wish to convey. To do this we must train our powers of observation, study the way the best writers use words, and make a close analysis of the differences in the shades of meaning of various words used in sentences.

What are termed synonymous words may not always be used interchangeably. Each has its particular shade of meaning, and this we should try to get at not only by studying some good book on synonyms discriminated, like Smith's or Crabb's, but by studying the distinctions in the use of words made by the best writers.

In his essay on acquiring a good English style, Professor George Herbert Palmer, of Harvard, lays great stress upon the importance of the training we get in *speaking* the language. He says: "It is

commonly supposed that when a man seeks literary power he goes to his room and plans an article for the press. But this is beginning literary culture at the wrong end. We speak a hundred times for every once we write. The busiest writer produces little more than a volume in a year, not so much as his talk would amount to in a week. Consequently, through speaking it is usually decided whether a man is to have a command of his language or not . . . Whether words are uttered on paper or to the air the effect on the utterer is the same. Vigor or feebleness results according as energy or slackness has been in command. . . . As a rule, once within our control language can be employed for oral or for written purposes. And since the opportunities for oral practice enormously outbalance those for written, it is the oral which are chiefly significant in the development of literary power."

The words you choose in speaking ought to be selected with just as much discrimination as when writing, because it is there, as Professor Palmer says, you will get the most practice. A systematic way in which to go about acquiring a list of good words is to have an alphabetically indexed notebook in which you can put down words and sentences that appear to you to be useful. This book should not be used simply to note *unusual* words, but rather to include the words you want to *study* and bring into practical use. The average person who undertakes to acquire a vocabulary by the notebook route will soon find his book full of words that are of no practical use, unless he selects his words with discrimination. And then, to make them *really* useful, they must be

studied and used over and over again in speaking and in writing. Many use words in writing that they fear to use in speaking, because of their uncertainty about pronunciation. The remedy for this fault, of course, is to study pronunciation. There are just three things to be understood about a word—its various meanings, how it is spelled, and how it is used in sentences.

It is particularly useful to put down in your book for study the striking sentences

good advertisements lies—its exposition of the potency of brevity and convincingness.

Even poetry is not to be scorned in the study of words! Ben Franklin, you know, attributed much of his skill in prose writing to the training he got in writing poetry.

More About Effective Sentence Making

The good sentence possesses three qualities—*unity*, *coherence*, and *emphasis*. And what is true of the sentence in this respect, should be true in a broader sense

| L & W
TABLE NO. 13
TEN YEARS | TOTAL | Method of Review | | | | | | Trial Courts in | | | | | | Disposition | | | | | | | | | |
|------------------------------------|-------|------------------|----------------|---------------------|----------|--------|----------|-----------------|------------------------|------------------------|------------------------|------------------------|----------|-------------|------------------|---------------------|----------|-------|-------------------|----------|---------------------|-------------------------------------|-----------------------|
| | | Appeals | Write of Error | Write of Certiorari | Original | Direct | Indirect | Original | 1st Appellate District | 2nd Appellate District | 3rd Appellate District | 4th Appellate District | Original | Affirmed | Affirmed in Part | Dismissed on motion | | | Certiorari Denied | Reversed | Reversed & Remanded | Reversed & Remanded with Directions | Otherwise Disposed of |
| | | | | | | | | | | | | | | | | Appellant | Appellee | Court | | | | | |
| 1900 - 1901 | 207 | 160 | 28 | 19 | 30 | 188 | 19 | 122 | 26 | 30 | 10 | 19 | 127 | 5 | 8 | 14 | 6 | 37 | 10 | | | | |
| 1901 - 1902 | 235 | 196 | 34 | 5 | 44 | 186 | 5 | 124 | 38 | 44 | 24 | 5 | 163 | 2 | 2 | 11 | 2 | 12 | 38 | 1 | 4 | | |
| 1902 - 1903 | 203 | 167 | 28 | 8 | 25 | 170 | 8 | 119 | 20 | 31 | 25 | 8 | 141 | 1 | 3 | 3 | 4 | 11 | 32 | 8 | | | |
| 1903 - 1904 | 198 | 162 | 26 | 8 | 36 | 164 | 8 | 104 | 36 | 30 | 20 | 8 | 127 | 2 | 3 | 6 | 9 | 14 | 27 | 2 | 8 | | |
| 1904 - 1905 | 210 | 160 | 36 | 12 | 36 | 162 | 12 | 107 | 27 | 42 | 22 | 12 | 148 | 3 | 6 | 6 | 7 | 27 | 1 | 10 | | | |
| 1905 - 1906 | 193 | 154 | 27 | 12 | 31 | 160 | 12 | 104 | 26 | 28 | 23 | 12 | 130 | 1 | 2 | 8 | 2 | 6 | 30 | 2 | 12 | | |
| 1906 - 1907 | 191 | 154 | 31 | 6 | 37 | 148 | 6 | 98 | 31 | 27 | 29 | 6 | 134 | 1 | 4 | 3 | 6 | 27 | 5 | 7 | | | |
| 1907 - 1908 | 240 | 184 | 51 | 5 | 55 | 180 | 5 | 120 | 29 | 63 | 23 | 5 | 156 | 3 | 12 | 9 | 6 | 40 | 8 | 6 | | | |
| 1908 - 1909 | 196 | 149 | 42 | 5 | 35 | 156 | 5 | 107 | 33 | 31 | 20 | 5 | 155 | 10 | 6 | 7 | 1 | 19 | 12 | 6 | | | |
| 1909 - 1910 | 183 | 92 | 22 | 61 | 8 | 45 | 180 | 8 | 83 | 30 | 35 | 29 | 8 | 79 | 4 | 7 | 3 | 41 | 3 | 23 | 12 | 11 | |
| TOTAL | 2056 | 1578 | 329 | 61 | 88 | 374 | 1894 | 88 | 1088 | 296 | 359 | 225 | 86 | 1840 | 5 | 39 | 62 | 70 | 43 | 72 | 300 | 43 | 82 |

SPECIMEN OF TABULATION. SUBMITTED BY MR. DeLONG

you encounter in reading. Besides the study of the works of the recognized good writers of literature, the expressions used in current advertisements are well worth your consideration. Advertisement writing has been developed to a very fine point and the expressions used in advertisements are often not only condensed, pithy, effective, but strikingly alluring. The advertisement writer works under a necessity that does not confront the ordinary writer of English—his every word must count. The ordinary literary writer may take a paragraph or a page to picture a single thought; the advertisement writer must say it in a word. He must say in a dozen words what will make you *think* a thousand. That is where the value of studying

also of the paragraph structure and of the business letter as a whole. A sentence, to be *unified*, must have *one central idea*. Two ideas in one sentence will mix no better than will oil and water. To produce unity in your sentences observe the following:

Make sure that the sentence has a *main idea*; exclude all details not bearing on that idea.

Make each sentence short enough to be understood as one idea, but long enough to form a definite section of the thought of the paragraph of which it is a part. A sentence is a unit in thought when it makes one complete statement; when the subject of a thought changes a new sentence becomes necessary.

Coherence in a sentence means simply *consecutiveness*. Or, to use a common expression—it means that the words should

be placed in logical, "one-two-three" order. Coherence is obtained by placing the words in simple, direct sequence. The words should be so arranged that the reader is not forced to *go back* to see how the various parts hang together. The following suggestions will assist you in securing coherence in your sentences:

The sentence must stand for one central idea. Be careful to say one thing at a time.

Do not join in one sentence two or more statements that are parts of the same idea.

Avoid long, rambling sentences. Do not burden sentences with details. An attempt to say too much in a sentence leads to confusion.

Be cautious about appending a phrase or a clause to a sentence as if by after-thought.

Care in the use of connectives is essential.

Every word of reference should point with absolute accuracy to the word or expression to which it is intended to refer.

Emphasis in Sentences

When we write or speak we naturally, and often unconsciously emphasize certain words to make our meaning clear. In writing we emphasize a word by underscoring; in speaking stress of voice is laid upon it. Emphasis is a powerful aid in effective expression. In many sentences it is indicated by the form of the sentence—*whatever is important* is given an *important* place. Usually the important places in a sentence, a paragraph, or the whole letter, for that matter, are the *beginning* and the *end*. The end particularly, is of importance as a point of emphasis. "Nothing," says Stevenson, "more often disappoints the ear than a sentence sonorously

prepared and weakly finished." A most frequent cause of lack of emphasis in a sentence is "wordiness." It is a safe rule to strike out all words that do not add to the meaning. Sentences are often given a weak ending by a failure to observe the law of climax—which is simply that the interest of the readers should grow as the composition progresses.

Force in Sentences

Another point to be considered in sentence making, and in the business letters as a whole is force. Force in composition is the quality that holds the attention of the reader. Even if the *subject* of the letter is of special interest to the reader, its effect can be heightened by forceful presentation. Force is the appeal that words make to the feeling; clearness is the appeal they make to the understanding.

Stevenson says with regard to force in composition: "The one rule is to be infinitely various; to interest, to disappoint, to surprise and yet still to gratify; to be ever changing, as it

were, the stitch, and yet still give the effect of an ingenious neatness." Force is obtained:

By using expressive words.

By placing the words in emphatic positions in the sentence.

By varying the length of sentences.

By keeping persistently to one idea—"sticking to the text."

The Opening Sentence

As we have seen from our study of emphasis, the beginning and the end of

PLATE - XVII.

| TABLE NO. 2 (Cont.)
1901-1902
Trial Courts | TOTAL | Kind of Action | | | | | | | | | |
|--|-------|----------------|------|--------------------------|---------|------|-----------|------------------------------|--------|--------------|----------|
| | | Assault | Case | Common Law
Certiorari | Coramam | Debt | Ejectment | Forcible Entry
& Detainer | Madama | Que. Warrant | Replevin |
| 1ST APPELLATE DIST. | | | | | | | | | | | |
| Circuit of Cook | 78 | 29 | 20 | . | . | 6 | 6 | 1 | 3 | 4 | 4 |
| Superior of Cook | 51 | 12 | 35 | . | 1 | 5 | 1 | . | 2 | . | . |
| 2ND APPELLATE DIST. | | | | | | | | | | | |
| Bureau | 2 | . | 1 | 1 | . | . | . | . | . | . | . |
| Da Page | 1 | . | 1 | . | . | . | . | . | 1 | . | . |
| Grundy | 1 | . | . | . | . | 1 | . | . | . | 1 | . |
| Henry | 1 | . | . | . | . | . | . | . | . | . | . |
| Troquois | 1 | . | 1 | . | . | . | . | . | . | 1 | . |
| Kane | 1 | . | 1 | . | . | . | . | . | . | . | . |
| Kankakee | 1 | . | 1 | . | 1 | . | . | . | . | . | . |
| Knox | 1 | . | 1 | . | . | . | . | . | 1 | . | . |
| LaSalle | 1 | . | 1 | . | . | . | . | . | . | . | . |
| La Salle | 1 | . | 1 | . | . | . | . | . | . | . | . |
| Livingston | 1 | . | . | . | . | 1 | . | . | . | . | . |
| Marion | 1 | . | . | . | . | 1 | 1 | . | . | 1 | . |
| Peoria | 1 | . | 1 | . | . | . | . | . | . | . | . |
| Rock Island | 1 | . | 1 | . | . | . | . | . | . | . | . |
| Will | 1 | . | 1 | . | . | . | . | . | . | . | . |
| Winnebago | 1 | . | . | . | . | 1 | . | . | . | . | . |
| 3RD APPELLATE DIST. | | | | | | | | | | | |
| Champaign | 28 | . | 2 | . | . | . | . | . | 1 | . | . |
| Christian | 23 | 1 | 1 | . | . | . | . | . | 2 | . | . |
| Clinton | 1 | . | . | . | . | . | . | . | . | 1 | . |
| Cumberland | 1 | . | . | . | . | . | . | . | . | . | . |
| DeWitt | 44 | . | 2 | . | . | . | 1 | . | 1 | . | . |
| Fulton | 1 | . | . | . | . | . | . | . | . | 1 | . |
| Greene | 1 | . | . | . | . | 1 | . | . | . | . | . |
| Hancock | 1 | . | 2 | . | . | . | . | . | . | . | . |
| Logan | 1 | . | . | . | . | . | . | . | 1 | . | . |
| Macomb | 1 | . | 1 | . | . | . | . | . | . | . | . |
| Macon | 1 | . | . | . | . | . | 1 | . | . | . | . |
| Madison | 1 | . | 1 | . | . | . | . | . | 2 | . | . |
| Montgomery | 1 | . | 1 | . | . | . | . | . | . | . | . |
| Piatt | 1 | . | 1 | . | . | . | . | . | . | . | . |
| Sangamon | 1 | . | 1 | . | . | . | . | . | . | . | . |
| Tazewell | 1 | . | 1 | . | . | . | . | . | . | . | . |
| Vermilion | 1 | . | 1 | . | . | . | 1 | . | 1 | . | . |
| City of Madison | 2 | . | 1 | . | . | . | . | . | 1 | . | . |
| 4TH APPELLATE DIST. | | | | | | | | | | | |
| Effingham | 1 | . | 1 | . | . | . | . | . | . | . | . |
| Jackson | 1 | . | 1 | . | . | 1 | . | . | . | . | . |
| Madison | 1 | . | 2 | . | . | . | . | . | . | . | . |
| Marion | 1 | . | . | . | . | . | . | . | . | . | . |
| Massac | 1 | . | . | . | . | . | 1 | . | . | . | . |
| Perry | 1 | . | 1 | . | . | . | . | . | . | . | . |
| St. Clair | 1 | . | 1 | . | . | . | 1 | . | 1 | . | . |
| White | 1 | . | . | . | . | . | . | . | . | . | . |
| City of St. Louis | 4 | . | 2 | . | . | . | . | . | . | . | . |

SPECIMEN OF TABULATION. SUBMITTED BY MR. DeLONG

sentences are of very great importance. The principle applies also to the letter as a whole. The opening sentence in a business letter is of vital importance, especially if you are trying to win the attention and favor of the reader—who may or may not be interested in what you have to say. The opening paragraph of a business letter often determines whether or not it goes into the waste basket—unread.

Guard against the obvious in the opening sentence of a letter. The opening paragraph of the average business letter usually contains one or more of such lifeless phrases as: "We take pleasure in informing you;" "We beg to acknowledge receipt;" "We are in receipt of your inquiry." These should be avoided. If your letter is in response to one already received, it is, of course, proper and essential that you make some reference to the previous letter for the purpose of recalling the subject to the reader. But even here you have a little chance to display originality. Note how the usual stereotyped expressions are avoided in the following openings:

"Your request for prices and catalog, dated August 26, is greatly appreciated."

"Your inquiry gives us an opportunity to get acquainted."

"After you have looked over the catalog which we are sending you in accordance with your request of the 22d there may be some points on which you require additional information. Your further inquiry will be welcome and shall have our careful attention."

The Value of the Paragraph

Paragraphing in business letters is an important aid in securing clearness and a logical treatment of its subjects, and is also important from the artistic stand-

point. As soon as we have the subjects of a letter in mind, the ideas related to it will begin to arrange themselves in groups. For example, if we have several topics to be touched upon in a letter, each should be treated in one paragraph usually introduced by a topic sentence which prepares us for what follows. If the topic is such that an extended treatment of it is necessary, it will naturally be divided into subdivisions.

A paragraph should be a collection of sentences treating on one subject, or one view of a subject. It should have unity, coherence, emphasis, just as the sentence has. To gain unity, the paragraph should treat of one subject. To gain coherence, the sentences should be arranged in logically *connective* order. Placing the important thoughts in the important places—that is, at either the beginning or the end—will give emphasis.

The order of the paragraphs in the whole letter will be determined largely by the plan the writer

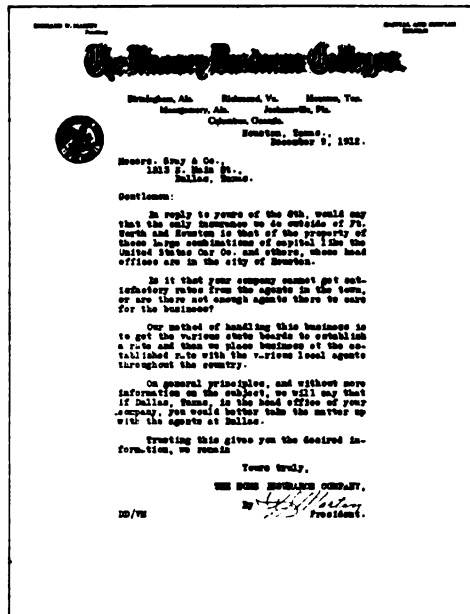
prepares before beginning to write. If the paragraphs are not arranged in logical order, the reader is likely to become confused.

Paragraphing, at best, is a question of taste. A business letter may consist of one or more paragraphs, according to the number of subjects, or the number of phases of one subject discussed. The first paragraph should indicate the purport of the letter, and in the last paragraph should be given the courteous closing phrases.

(To be continued)

Tabulation Contest

The announcement of the winners in



THE LETTER THAT WON FIRST PLACE

the Tabulation Contest, mentioned on page 38 of the September number, has been crowded out of previous numbers.

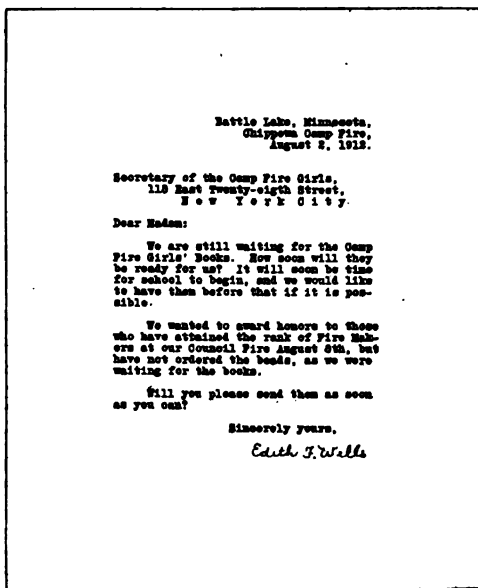
In class "A," Mr. Verne De Long of Springfield, Illinois, won first place. A reproduction of two of the specimens submitted is presented in this number. As will be seen the specimens are beautifully executed, and show the possibilities of well-planned tabulation.

The class "B" competition did not excite any interest whatever, possibly because the kind of work coming under this classification is only done in big engineering or architects' offices, and the announcement of the contest did not get in the number of magazine intended. It is a field, however, that ought to develop some excellent specimens, and in order to obtain these, if possible, the contest will be held open until March 15. The typewriter sketches referred to will be found on page 684 of the August number.

Excellent tabulations were also submitted by Miss Elizabeth A. Miller, Evansville, Wis.; Miss Rose O'Malley, Jersey City, New Jersey, and Mr. J. M. Spalding, Pueblo, Colorado. We hope to be able to present some of these specimens at a later date. Miss Miller makes an original and valuable suggestion about her tabulation. She says: "I was asked if I could get out a similar copy in such a way that it could be used in making blue prints. I found that by using a good grade of very thin white paper, and using black typewriter ribbon, placing a black carbon so that it printed on the back of the sheet—thus giving an impression on both sides—a good 'negative' could be obtained from which excellent blue prints could be taken."

Model Letter Results

THERE was not much of a response to the invitation for "model letters," extended in the November issue, but the letters that were submitted were nearly all good. The best letter was sent in by Mrs. Verna McCollum, of Houston, Texas. An interesting feature of the letter is the even right-hand margin. Miss Edith F. Wells, of Battle Lake, Minnesota, wins second place with another letter that has an even right-hand margin—which Miss Wells says "simply happened to come that way." Reproductions of both Miss McCollum's and Miss Wells' work are given. The fact that I have selected these letters with even right-hand margins for prizes is not to be taken as an indication that I favor that kind of work. It is a novelty, that is all. And these happened to be the best specimens submitted. An even right-hand margin is attractive, but it is not practical in ordinary everyday



THE LETTER THAT WON SECOND PLACE

work.

Miss Fanny Coffey, Spencer, Indiana, wins third place with a fine collection of letters which, by the way, cannot be reproduced easily because they are written with a purple ribbon. "Copy" made with a good, black ribbon is ideal for reproduction.

Mr. G. D. Pederson, Duluth, Minnesota, sends in some excellent models of advertising letters and wins fourth place.

Others who won places in the contest are: Hallie Wegel, Fond du Lac, Wisconsin; Vern Shortleeve, Burlington, Vermont; Anna Oberdorf, Kansas City, Missouri; Omer C. Iliff, Omaha, Nebraska, and George A. Grojean, Massillon, Ohio. Mr. Iliff has made some suggestions that

are so good that they have been forwarded to the "Bright Idea" column, and will probably appear in an early issue.



Business Letter Contest

THIS is to be a contest of *real* letters for *real* money! Thousands of brilliantly written letters go into the files of business houses every year that are seen only by a comparatively few. So far as the big army of stenographers who could profit by reading and studying them is concerned, they are forever lost. It is to rescue such letters from files and notebooks—and, incidentally, from oblivion—that this contest has been suggested. And in order that it may have a little more interest than the ordinary contest the following prizes will be given:

1. To the contestant who sends in a collection of the best ten actual business letters, a prize of \$10.00 will be awarded.

2. To the contestant who sends in the next best collection of ten letters, a prize of \$5.00 cash will be given.

3. To the contestant who sends in the third best collection of ten letters, a prize of \$3.00 cash will be given.

4. To the ten contestants who send in the next ten best collections will be awarded copies of *The Gregg Reader*.

Conditions

Please be guided by the following suggestions: Letters taken from published

dictation books will not be accepted. They must be *actual* business letters sent out in the usual order of business. They may apply to any line of business; but the letters sent in by any one contestant must apply to one particular line. The contestant may, however, send as many collections as he wishes. The names, figures, or any other matter of a private nature in the letters, may be changed so that the real identity of those concerned will be lost. The letters must be neatly typed in proper form. They must also be graded as to difficulty, starting with short, easy letters, and ranging to the long, more difficult ones. These points will be all taken into consideration in rating.

All collections must be submitted to the editor of this department in New York—not addressed to the Chicago office. The contest will close the 20th of March and the results will be announced just as soon as the matter can be decided—perhaps in the next number.

Begin now to get your letters ready—don't put it off until the last minute. No matter how prosaic the business you are in may seem to you, if you make a proper search you will find just the letters needed. Doctor Crane in one of his recent articles in the *New York Globe* wrote most entertainingly on the "Poetry of the Subway!" Think of that—the subway poetic. If the subway with all its noise and clatter, is susceptible of poetic interpretation surely there is poetry in any business! Will you discover it?



School Managers' Meeting

A CONVENTION of the Private Commercial School Managers' Association was held in Chicago, December 12-14. Much of the time was taken up with discussion of plans of reorganization, and very little of practical value was accomplished. Mr. Enos Spencer read a paper with reference to the employment department of the typewriter companies. The chairman, Mr. B. F. Williams, invited Mr. Harry C. Spillman, School Manager of the Remington Typewriter Company, to present his views on the subject. Mr. Spillman gave facts and figures about the assistance extended

to the schools by his company in the way of placing graduates in positions. After giving the figures and mentioning the cost of operating the employment department of his company, he declared that the typewriter companies would be only too glad to be relieved of the burden if it could be done, and assured the association of the desire of the Remington Company to co-operate with all schools.

Officers were elected as follows: President, W. H. Lockyear, Evansville; Vice-President, Victor Lee Dodson, Wilkes-Barre, Pa.; Secretary, P. S. Spangler, Pittsburgh.

Q's and A's

Conducted by Alice M. Hunter 32 South Wabash Avenue, Chicago, to whom all communications relating to this department should be addressed. Answers to the questions in this issue must be in our hands by February 15, and will be published in the March number. An award of 50c is given each month for the best answer received on each question; twenty-five cents each for all other contributions published.

Looking Forward

I am glad to think
I am not bound to make the wrong go right,
But only to discover and to do,
With cheerful heart, the work that God appoints.
—Jean Ingelow.

THE beginning of the new year is and ought to be a period of introspection and retrospection—of looking forward and looking back—often of looking back on mistakes and disappointments and of looking forward to bills which must be paid and to other obligations which must be met. In the year which has just closed we have failed to do all that we hoped and many of our cherished plans have "gang aft a-gley." It is, therefore, with a sigh of relief that we wipe the slate clean and plan for the year to come.

Our mistakes and failures, if we stop to look for the whys and wherefores, are usually caused by wrong planning—we have planned too much or not enough, we have attempted what we could not do, or what were better left undone. Lyman Abbott in discussing this in *The Outlook* brings out the necessity of choice and the importance of choosing right and permanently.

Listen to the voices that call on you long enough to decide which one or which two or three you will heed. Then take up the one of the two or three pieces of work which most appeal to you—and leave the others alone. Make yourself responsible for doing one thing. Hold yourself to a high standard, resolving to do that one thing well, and resolutely refuse to give hearings to other calls. It is important that there should be a Panama Canal, but that furnishes no reason why I should go to Panama and help dig it. You are not responsible for the work of all ages, but only for this age. You are not responsible for the world, but only for your world. Pick the world for which you will be responsible and give yourself to it with singleness of service. If you will recognize that you are responsible only for the share of a single

worker in the work of your generation, you will relieve yourself of that kind of perplexity which comes from attempting to assume impossible obligations. The man who thinks himself under obligations to render service for every opportunity which opens before him is hardly more sane than the man who said that he did not want much land, he only wanted to buy all the land that adjoined his own.

Our purpose in prefixing our "Happy New Year" with this little sermon is to introduce our vote of thanks for the hearty co-operation we have received during the past year from the many loyal contributors who make this department possible. To this "Thank You" we wish to add an invitation to others to join this "family circle" and a suggestion that in your plans for 1913 you include a resolution to give and to receive from this clearing-house of the curious and the ambitious.



The Ancient Stenographer and the Modern

In the fourth century, Decimus Magnus Ausonius, a Latin poet, offered a famous tribute to the stenographer of his day. This epigram, which has been frequently quoted, has been translated thus:

Come, young and famous reporter, prepare the tablets on which you express with simple dots whole speeches, as rapidly as others would trace one single word. I dictate volumes and my pronunciation is as rapid as hail; yet your ear misses nothing and the pages are not filled. Your hand, of which the movement is hardly perceptible, flies over the waxy surface; and, although my tongue runs over long phrases, you fix my ideas on your tablets long before they are worded. I wish I could think as

rapidly as you write! Tell me, then, since you precede my imagination—tell me who has betrayed me? Who has revealed to you what I was meditating? How many thefts does your hand make in my soul! What is this new order of things? How is it that what my mouth has not yet expressed has already arrived at your ears? No art, no precept, can have given you this talent, since no other hand has the celerity of yours, and you certainly owe to nature and the gods a gift which allows you to know what I am going to pronounce; and to think, as it were, with myself.

P. S. W., a contributor to the "Line-O'-Type" column of the *Chicago Tribune* has cleverly matched this by the following lines addressed to "Miss Perkins," a typical stenographer of to-day:

All right, Miss Perkins. (How she dotes
On curlicues and winged notes!)
A letter please, and show us, pray,
How all the thousand things I say—
Till voice and tongue refuse to work—
Are deftly writ in quirl and quirk;
What reams of words at you I bawl!
A mark or two—you have it all.
Like rattling hailstones is my speech;
With burning lips at you I screech;
Your ear, howe'er, is not in doubt
No matter how I yell or shout.
Altho' your hand you move but slightly,
Still o'er the page it hovers lightly,
As tho' it were a sparrow sprightly;
And when, confused, I grow prolix,
And metaphors and figures mix,
My meaning still you always get;
Before I'm thro' your page is wet.
If only my dull mind could skip
As fast as you prevent my lip!
Who hath betrayed me? Who, I pray?
Who told you first what I would say?

What secrets in my inner heart
In your right hand have counterpart?
No learning, shorthand schools, or such
Endowed you with that magic touch!
Dame Nature handed it to you,
Or may high heaven me beshrew!
Some god hath given you this gift—
Before I speak to catch my drift.

A Question of Punctuation

We frequently have questions submitted to us on the subject of punctuation, and a point in regard to which stenographers seem to have especial difficulty is the use of other punctuation marks in connection with quotation marks and parentheses. The following from the *Chicago Tribune* states this matter very clearly and briefly. The heading, "Punctuation is Vexation," is particularly apt.

Sir: I note your recent comment that most typewritists place the comma outside the quotation marks. Punctuation in connection with quote marks seems to bother the best of them. Here are three simple rules, which should enable the typist to punctuate properly with ease: (1) The period and the comma should ALWAYS PRECEDE the final quote marks; (2) the colon and the semicolon should ALWAYS FOLLOW the quotes; (3) the question mark and the exclamation point (except where originally used in the passage quoted), should ALWAYS FOLLOW the quotes. (Of course, the parenthetical clause in rule 3 applies also to rule 2, but so seldom as to make it negligible.) Now let some one come across with rules governing punctuation in connection with parentheses.

LARRY.

The rule for parentheses is simple, but not easy to state without taking up much space with examples. If the matter in parentheses refers directly to the preceding word or phrase, only one comma is used—after the second parenthesis mark. Otherwise the punctuation is as if the parentheses did not exist, either no commas or two commas—one BEFORE each parenthesis mark. Get it? We feared you wouldn't.



The Use of the Title Doctor

11. In writing to the wife of Dr. L. H. Jones, is it proper to address her "Mrs. Dr. L. H. Jones?" If not, what form should be used? What is the correct address in writing to both Dr. Jones and his wife? Should it be "Mr. and Mrs. Dr. L. H. Jones?"

While the form suggested is frequently heard and even seen in the columns of the newspapers, our contributors agree that it is absolutely incorrect. An avalanche of replies to this question has reached us and each reply is a protest. The answer published is from Miss Ellen Johnston, Cedar Rapids, Iowa.

The term "Doctor" signifies a degree conferred upon a person in recognition of definite attainment reached by study or scientific investigation. The degree is not transferable, hence the title "Doctor" cannot be transferred. Thus, unless Mrs. Jones has also been granted a degree in acknowledgment of her own personal achievements, she should properly be addressed as Mrs. L. H. Jones.

In writing to both Dr. Jones and his wife, the form should be Dr. and Mrs. L. H. Jones.

In addition to being a clear statement of the case, it is a well-written letter and in making awards where there are a number of contributions, preference is always given in all departments of this magazine for neatly typewritten papers in which the discussion of each question occupies a sep-

arate page. Among the correct replies received were those from Miss May E. Finn, Evansville, Wis.; Miss Edna Burrer, Shelby, Ohio; Mr. Ralph Newman, New York City; Mr. Sam J. Bradfield, Decatur, Ill.; Mr. M. N. Bunker, Halford, Kansas; Mr. J. R. Harold, Brownsville, Texas; and Mr. H. E. Kemp, Decatur, Ill.



Is a Stenographer Handicapped when Compelled to Write on the Drawboard of a Desk?

12. One reader is having considerable difficulty in developing free arm and wrist movement in writing shorthand. He states that when practicing outside of business hours at his own desk he has little difficulty, but during business hours when taking dictation he has so little room on the drawboard at the dictator's desk that he is compelled to use mostly finger movement. This change in movement interferes with both control and speed. Will some one suggest a remedy?

Mr. Joy N. Tait, Nebraska City, Nebr., suggests that the "outside" practice referred to has probably been incorrectly done. He also mentions one method of overcoming the difficulty:

I would hazard a guess that the above mentioned reader has been reclining too much while doing his outside practice. He probably allows his arms to sprawl like wings on either side of his notebook on the table during his home practice. Then when it becomes necessary for him to take dictation on the drawboard of a desk, he is cramped for room. I would suggest that he sit sideways at the drawboard, and not allow his left arm on it at all, in this way securing plenty of room for a free movement of the arm and wrist. While it is not so good a position as facing the surface on which he is writing, it will probably enable him to do better work than under the present circumstances.

A substitute for the drawboard is described by Brother John L. Voelker, Dayton, Ohio:

Buy a drawing board or make a thin board, 15x22 inches and keep it standing alongside your desk. When needed place over the knees and work, using a free arm movement.

A heavy stiff cardboard may answer your purpose just as well. Throw it carelessly across folded knees and write whilst at your leisure, leaning the back against the chair.

This has been my practice for years in all kinds of written work, when lacking a desk. Try it and you will not be retarded in the control of the pencil and speed in shorthand.

Another ingenious plan which might

prove feasible in some cases is outlined by Mr. Enoch Sturgeon, Nogales, Arizona:

Question 12 in the October number calls to mind a similar trouble which I have had.

Nearly all drawboards in desks are held in by means of a small wooden peg, which you can easily see, and remove, by taking out the top drawer, the peg being on the underside of the board. Many times this peg can be removed entirely, thus letting the board come out much farther, or if this cannot be done, by reason of the shortness of the board, there may be some other desk in the office with which these drawboards may be changed. However, if neither of these methods helps out in the particular case referred to, it would undoubtedly be an easy matter to make a suitable board and substitute for the short one now in the desk, especially as most desks are large enough to allow this board to be much longer than is commonly used.

In my own case, I merely had to pull out the peg, as the frame of the drawboard was plenty long, but the panel was short.

Care should be taken if the peg is removed not to pull the drawboard out far enough to weaken its support, thereby prying up the top of the desk.

Mr. C. L. Finch, Oklahoma City, Okla., emphasizes another side of this question—the necessity of an efficient stenographer's being able to write shorthand under any conditions—even the most unfavorable. He suggests that the stenographer who can not write on the drawboard of a desk should try reporting sermons and speeches where it will be necessary for him to write on his knee or often when standing. Becoming accustomed to "getting it down" no matter what the circumstances is an essential part of a stenographer's training.

This recalls an incident in the reporting experience of Charles Dickens. In the history of Dickens' life, a story is told of how when reporting a political speech Dickens was compelled to write in a driving rain, the only light furnished being from a flickering torch from the speaker's platform. Mr. Dickens hired a boy to hold an umbrella over him and wrote as best he could standing in the mud with the raindrops spattering on the page of his notebook. At the conclusion of the speech, tired and drenched to the skin, he jumped into a waiting coach and was driven back to London. The entire speech was transcribed in longhand on the jour-

ney and as soon as he reached the city the copy went to the printers' hands. There was not even time for rereading. When the speaker read the account of his speech in the paper the next day, he is said to have complimented Mr. Dickens on having secured a verbatim report.

Another similar example of writing shorthand without the proper support for the arm is illustrated in the picture of Mr. Swem reporting the speeches of Gov. Wilson on the back platform of a train. These instances are by no means unique. Practically every expert writer or reporter can cite parallel circumstances from his own experience.



Professional Service in the U. S.

13. It has been said that there are sixteen professions recognized by the U. S. Government. Can you place before your readers the question as to whether this is correct and also have them all named and listed from the highest to the lowest profession in respect of importance as seen by the public minds? A thorough discussion of this subject is desired.

We are indebted to Mr. H. E. Kemp of the high school at Decatur, Ill., for the following list taken from the U. S. Census Reports, Statistics and Occupations:

| | |
|--|---------|
| Actors | 4,812 |
| Architects | 3,375 |
| Artists and Teachers of Art..... | 24,873 |
| Clergymen | 111,638 |
| Dentists | 29,665 |
| Electricians | 50,717 |
| Engineers | 43,239 |
| Journalists | 30,038 |
| Lawyers | 114,460 |
| Literary and Scientific Persons..... | 18,844 |
| Musicians and Teachers of Music..... | 92,174 |
| Officials (Government) | 86,607 |
| Physicians and Surgeons..... | 132,002 |
| Teachers and Professors in Colleges... | 446,133 |
| Veterinary Surgeons..... | 8,163 |
| Not Specified | 5,701 |

As to the relative importance of these positions as seen by the public mind we have received but one general discussion and that from the pen of an anonymous contributor. This reader holds that the three professions which stand out above all others are those of the clergyman, the lawyer and the physician.

There will, of course, be a great deal of discussion about the relative importance of the Big Three. Those who are religiously inclined will say that the preacher is the most important. He saves souls—the immortal part in the

make-up of man. The student of physic will no doubt say that the most important is the doctor. He saves bodies, without which we could have no souls to be saved, as the soul, before it can be saved, must have some supposedly evil habitation in which to dwell. Therefore let us take off our caps to the supreme factor in the Big Three. But the law student says that the lawyer is the most important. Does he not, by promoting the general peace and welfare of humanity as a whole, save both souls and bodies? He saves the body by promoting a law-abiding community, and thereby indirectly saves the souls. Then he must be the most important. Then take your choice. Eliminate the one for which you have the least use, and then of two evils, choose the lesser.

Somewhere beyond the pale of this Triad there may stand a lone person who takes the best from all three of these callings and with the subtle cement of logic and reason puts together a beautiful mosaic of rules by which we might live, were man able to be as perfect as his conceptions. May there not be some who will venture to suggest that surely this man, the philosopher, the composite picture of the three greatest, has the very greatest profession of them all?

Let us next see what the magazines have to say about the professions. On the cover of the December issue of a certain periodical we find the following: "A successful clergyman is one who does nothing in summer but teach widows to swim." Evidently the preacher is not, to this voicing of the public mind at least, the most important of the Big Three.

Within the cover we have this: "Doctors now know and admit that most people who are ailing would recover without medicine." Another of the great Triad done away with.

Still farther on we read this somewhat startling statement: "Lawyer: A person who takes this from that with the result that That hath not where to lay his head. An unnecessary evil." Without a doubt, here is an expression of the public mind that does not consider the lawyer's profession as the most important.

Thus are eliminated from the running what are seemingly the three most important of professions—and there are still thirteen left. Among them we may pick and choose and cast aside as we like, and if we are not very careful we may even discard them all and even arrive at the humble profession of the carpenter as being the most worthy.

As yet there have not been mentioned the astronomer, the teacher, the chemist, the business man, the surgeon, the general of the army, the physicist, the inventor,—and many others that are too numerous to be mentioned here. Amid such a throng of professions—and they all amply deserve the name—who can pick and choose out that one which is most important? And since there are so many public minds following each and every one of these callings, how can any one tell which one the public conceives as of greatest import?

It therefore seems a well-nigh impossible

task to classify professions in the order of their importance, since the follower of each one of them is likely—as is the habit of human nature—to consider his own the most important. Perhaps we might take a straw vote of the country as a whole and thus reach a decision.



Studying Shorthand and Typewriting without an Instructor

14. Will you ask the readers of this magazine to outline a plan in accordance with which a student may study shorthand and typewriting without an instructor?

The plans outlined by Mr. L. J. Toothaker, Sparta, Mich., are eminently practicable and if carefully followed out will certainly be productive of satisfactory results.

I presume "instructor" refers to one of the human species, as the *Gregg Writer*, the *Manual* and *Rational Typewriting* are all instructors of the highest order.

Several of my friends, in small towns where they did not have the advantage of day or night school, have thoroughly mastered Gregg Shorthand and touch typewriting by familiarizing themselves with the principles as laid down in the *Manual*, developing a ready application of the principles by the reading of all the available plates of well-written shorthand and cultivating a correct style by carefully copying the shorthand plates in the *Manual* and *Gregg Writer*.

Persistent and conscientious practice on a high-grade typewriter, with *Rational Typewriting* as a guide, will insure proficiency as a typist.

If two or more persons can study shorthand and typewriting together—one reading while the others write—they will progress much more rapidly than they could where each worked by himself. If the student cannot find some one to join him in the study, he can, at no great expense, purchase or rent a phonograph that will dictate to him by the hour, and at any speed desired, without complaint. However, human dictation is better than the machine, if one is fortunate enough to engage a dictator of the right kind.

After sufficient speed in shorthand has been developed to enable one to follow the ordinary public speaker he will find opportunities on every hand for becoming a "sure nuf" reporter.

Brother John Voelker, Dayton, Ohio, who has recently completed the teachers' correspondence course in Gregg Shorthand offered by the Gregg Publishing Company, writes of his experience as follows:

Having purchased the necessary books, begin your study in all earnestness. Blindly follow all instructions given in the *Manual*,

diligently copy the shorthand exercises over and over again; every word you transcribe should be accompanied by a verbal utterance—this weighty remark will assist you greatly. Never let a day pass without studying from the *Manual*. Do not study by spurts, rather a little every day. Occasionally have your friend give you some simple dictation from the exercises of each lesson in the *Manual*, for instance. Read much shorthand and copy from original plates. Subscribe to the *Gregg Magazine* and concentrate all your energies on the "Learners' Department."

When further advanced, procure more Gregg publications, for instance, the *Reader*, and make Titanic efforts to read the shorthand. You will fail at first. However, get some one to read from the key while you follow the shorthand. Now, you yourself, attempt to read it and to your satisfaction you notice it goes smoother. You have a shorthand friend. Have duplicate books or shorthand plates and both try your mettle in transcribing, one reading aloud and the other following—soon both are in doubt; dictionary is consulted and finally a satisfactory conclusion is reached. Keep it up.

Finally: (1) Read much from good shorthand plates, hence do not fail to subscribe to the magazine. (2) Repeatedly copy these plates, thereby gaining speed. (3) Write up any new matter in your best shorthand without consulting any person or book and correct with the aid of the *Manual*, *Dictionary* and *Phrase Book*. (4) Take dictation from children in the family. (5) Never let a day pass without having done some shorthand work.

As to typewriting, follow, in as far as it can be applied, all that has been said about shorthand. *Rational Typewriting* is the best typewriting instructor on the market. Get it, and peg away systematically till your fingers are weary. Keep at it, day after day, following the touch system. Blindly obey all instructions, and in less than three months your success on the machine will be a gratification to you. Remember, a dogged perseverance will help you climb the ladder that brings along perfection in the art.

In the study of both shorthand and typewriting you will be obliged to overcome many obstacles. Troubles will trouble you, but you simply keep on troubling trouble until those very troubles make the other troubles disappear.

Mr. Davis Collings, Manchester, Ohio, writes:

To any one studying shorthand and typewriting alone, I should like to say take Punch's advice to those about to marry, "Don't." Studying alone is never satisfactory and in the days of correspondence schools it is unnecessary. I have used the *Gregg Shorthand Manual*, the *Gregg Writer* and *Rational Typewriting* in acquiring sufficient speed to do municipal court reporting. The text-book is plain, easy and fascinating.

I find, however, that when practicing alone small excuses will suffice to put off the work. I know that it can be done if one is determined and in my own case, I have never seen a Gregg Shorthand outline executed.

Other contributors to this discussion were Mr. Sam J. Bradfield, Decatur, Ill.; Mr. C. L. Finch, Oklahoma City, Okla.; Mr. H. E. Kemp, Decatur, Ill.; and Mr. M. N. Bunker, Halford, Kansas.



Question Held Over

15. What advice would you give to one who is ambitious to become a good writer of English? What should he read or study. I should like to have you outline a course to be followed.

A number of excellent theories have been advanced on the subject suggested by Question 15. In none of these contributions, however, is there a complete plan outlined. We are therefore holding the matter over to give our contributors further time. We shall be especially interested in receiving brief lists of books and magazines which have proved helpful.



Referred for Answer

21. To what extent, if any, has classified subjective filing been extended to commercial correspondence, or interdepartmental correspondence in factories and offices? This refers particularly to the classified subjective system based on the system for cataloging libraries originated by Melvil Dewey, formerly the president of the Library Bureau.

22. Suppose one take a Civil Service examination and is tendered and accepts an appointment as "Stenographer and Typewriter." Upon reporting for duty it is found that there is no shorthand and only the occasional use of the typewriter required in the duties to be performed. The person accepting the appointment is very desirous of keeping in practice on these subjects and would never have accepted the position but for the belief that it was as stated: "Stenographer and Typewriter." What would readers suggest as to a course to pursue?

23. Will you kindly have the readers of the Gregg Writer give their opinions as to the best way to express a sum of money in legal papers, such as declarations, deeds, etc. I have seen the following used:

- (a) one thousand (1,000) dollars
- (b) one thousand dollars (\$1,000.00)
- (c) one thousand (\$1,000.00) dollars.

24. How can a stenographic position be secured in a State Capitol? Could a young lady holding a \$60.00 position with a railroad satisfactorily fill a \$65.00 position at the Capitol?

25. What is the rule for composing and placing the matter to be printed on a professional and on a business letterhead?



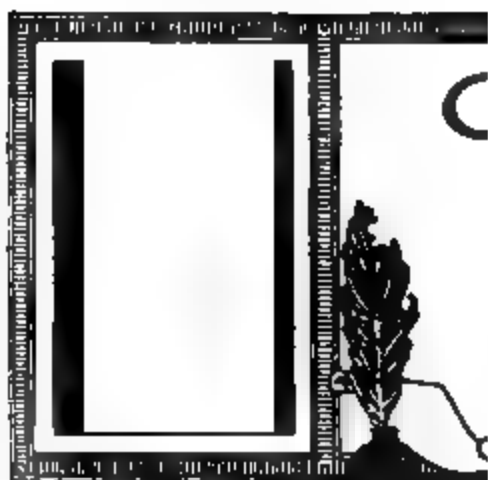
Hon. Woodbridge N. Ferris

THE Governor-elect of Michigan, Mr. W. N. Ferris, has been a leader in practical education for many years. He is president of the famous Ferris Institute, Big Rapids, Mich., and was formerly president of the National Commercial Teachers' Federation. Mr. Ferris is a writer of shorthand and was formerly a teacher of the subject. All of his many friends will rejoice in his election to the governorship.



Saint of Shorthand

ROME, July 31.—That St. Genesius of Arles will be declared the patron saint of stenographers is almost certain, it was said in Vatican circles to-day. St. Genesius was martyred in the year 308 for refusing, as secretary, to take down a decree issued by the Roman Emperor against the Christians.—*New York Sun*.



On Taking Stock

SPEAKING stenographically and seriously, taking stock of yourself does not mean any superficial or illusory process if you would derive from it the benefits that you should. Now is the time to make an entry of your liabilities and of your assets. At inventory in a commercial concern there is a careful checking up to see that every item on both sides is included so that a true statement of the firm's condition may be shown by the final result. If there is any omission in noting every possible liability on the debit side of the account, the result will not be truly representative.

Now, from our point of view in particular, let us take stock of our stenographic ability—take it fairly and fully—and then study the recapitulation where in brief space we can see our genuine worth.

To assist you in making up the inventory, let us assume that you *know* shorthand, and that your speed is 120 words a minute. Now that would make a good showing, but may we here remark parenthetically that stenographers are apt to over-estimate their speed. Doubtless it is true that you can write 120 words a minute on familiar business correspondence which is part of the daily grind, and write it for a minute or two, but when called upon to take dictation from an ordinary newspaper article or speech, doesn't your speed fall below one hundred words a minute in writing and probably lower in reading, especially if the dictation is sustained for several minutes? Be honest with yourself. Find out what your real speed is on matter that will fairly test your ability.

Proper Foundation Essential

As hinted above, speed in writing shorthand is not the only consideration. *Unless your knowledge of the principles is sound*

and your style of writing good, your advancement in speed to the reporting standard will be very slow indeed. Your transcripts will not be sufficiently accurate to be of value to yourself or to anybody else. If you are not a failure as a shorthand writer of more than ordinary ability, you will at least be deriving a very negative enjoyment from your work.

The next step, then, is to take stock of your knowledge of the principles, to find out what you have forgotten and to compare your style with that of the best writers of the system. To do this will require a careful review of the text-book, the advanced books, and considerable practice on the plates of shorthand appearing in the magazine.

Planning for Advancement

These are two of the many items that should enter into consideration in your stock-taking. Just set aside a short time at this season of the year and think—think of what your ability is, think of means to develop that ability, think, in view of that ability, what line of work would probably be best suited to your temperament. If, on reflection, you decide to “stick to shorthand,” then the suggestions that follow will be of aid to you in outlining your work for the new year.

Systematic Practice

Having decided to develop yourself, set yourself at it with a will. Set aside a definite portion of time for practice. Systematic effort will certainly bring results. Suppose you practice regularly three evenings a week, supplementing it with whatever practice you can get in your spare time; or a half hour each morning, while your mind is fresh from its night's rest, would be better still. But whatever the

hour, set aside definite periods for practice and then faithfully conduct your practice during that time without interruption.

Variety of Practice

Sometimes, regardless of your decision to be faithful, it becomes monotonous to do the same thing over and over again. It is important to practice on familiar matter, but providing only that you give it your very best effort each time you write and read it. In addition to repetition practice it is equally important to practice on new matter. The new matter again should not be limited to one class or subject, but may include the easy and the difficult, the interesting and the uninteresting, the technical and the non-technical dictation found in any pamphlet, newspaper or magazine. As to penmanship itself you should make it a rule to drill daily on the many combinations of letters, the simple words and the simple phrases that are constantly recurring. The practice will do you *no* good, however, unless you are interested in it and *work with zeal*.

Dictation Not All

A good dictator, one who announces the individual words clearly, pronounces them correctly, reads evenly—and heartlessly dictates to you at the agreed speed when perhaps he can see you are not getting it—will be of great help, but neither a good dictator nor the fact of your taking dictation will alone make of you a good shorthand writer. Accompany that dictation with the *reading of everything you write* (perhaps more than once); with a careful study of each word or phrase that you were not able to read, and those on which you hesitated; with an analysis of your “wild” notes to see how far and in what way they vary from standard, noting specifically their size, shape, variation from theory, portions omitted or foreign portions included, if you would get the desired result from your dictation exercises.

Phrases

If you are preparing yourself for court reporting or legal work, study the phrases characteristic of that kind of matter. A good deal of legal verbiage has been handed down to us, recognized by attorneys in drawing their pleadings, in making their arguments to the Court, or in presenting

the evidence in the case. In this department and in *The Gregg Reporter* there have been published lists of phrases covering a large number of these set expressions. Study all of them and study them well! After mastering them you will be able to extend to other words the theoretical principles on which they are based and thus render your work very much easier. You will find it less difficult to master phrases if you study each phrase until you see the reason for the abbreviation or contraction and construct your new outlines similarly. When those who are engaged in reporting have already devised so many special court phrases, you ought to find it very easy indeed to merely learn them in “rote” fashion. We don’t say that you can’t report without learning them, but we do say that not to use these special forms is to make the work—the physical exertion required to execute the forms—unnecessarily strenuous.

The Phraseology

Speaking further of legal terms, the court stenographer must learn through reading law books and otherwise to recognize the legal terms and forms. The Latin expressions so familiar to the initiate are especially hard for the beginner. These may be found in a number of the books on reporting, some of which doubtless are in your possession if you are interested in this end of the profession. No matter how simple a word may be, if you are not familiar with it your transcript may make you appear ridiculous. In fact, to a court reporter it is exceedingly desirable to know everything. On the witness stand you will have the physician and the surgeon, the newsboy and the professor, the electrician and the engineer, the architect and the painter, the poet and the politician, and each will bring hundreds of terms to you from their respective experiences. If you can recognize them your transcript will bear the stamp of a master of your art. If you don’t know them your work will be exceedingly difficult and embarrassing.

Rewards Justify Effort

Almost too much to be expected of the reporter? Perhaps you may believe so at first thought, but it must be remembered that the rewards of reporting work are

high and therefore worth considerable effort to attain. You would not expect to become a member of any of the learned professions without devoting a great deal of time, money and effort in special preparation. But there are many who think that all that is needed to be a reporter is the ability to write rapidly. This fallacy is so obvious and so serious that it causes many to give up after the first practical test in court. The lawyer can take weeks to prepare for the cross examination of a medical expert or alienist, while the stenographer, without any intimation of what the case is about, must be able to recognize these terms at least sufficiently to get their correct spelling on a hasty examination of the dictionary. He must not only transcribe his "take" correctly, but quickly. Under the conditions of competition existing in the large cities, the emphasis nowadays is placed not so much on merely *accurate* transcripts—they are *expected*—*but upon accurate* transcripts delivered with *despatch*.

In taking stock be fair with yourself. If never before, get a start at the right point, and make your entries of progress every week in the year. Even though the entries are small, fifty-two of them will make a splendid showing! The fact that you may not be the best stenographer in the city should in no wise discourage you, but to *fail to make progress* educationally, commercially, stenographically, is a mistake the gravity of which will be fully apparent in later years.



Key to Reporting Plate

CROSS EXAMINATION

by Mr. Rayner

Q. Mrs. Metzger, what day of the week was the 14th of October?

A. Saturday.

Q. Who told you it was the 14th of October?

A. The husband told me.

Q. When did he tell you that?

A. At the time I asked him he told me so.

Q. Did he ever tell you that it was the 14th of October, Saturday, after the first time he told you?

A. Yes, sir; I asked him and he told me so.

Q. How many times did you ask him what date it was that you saw the boxes carried on Saturday?

A. Only once I asked him.

Q. When?

A. On Saturday, the 14th of October, at that time.

Q. Have you ever spoken to him since as to the time?

A. Since I have not spoken to him.

Q. What date was last Saturday?

A. The 9th.

Q. The 9th of what?

A. The 9th of March.

Q. What was the Saturday before that?

A. I don't remember.

Q. What date was Saturday, a week ago?

A. February.

Q. Last Saturday was the 9th of March, was it?

A. The 9th.

Q. Did any one tell you that?

A. I have counted it up myself. That is all I know.

Q. What day of the month was last Sunday?

A. 17th.

Q. And the Saturday before that was the 9th, is that right?

A. Yes, sir.

Q. And the next day was the 17th?

A. I don't know. The last Saturday was the 16th, but the previous Saturday was the 9th.

Q. Did you put down the 14th of October when your husband told you that?

A. No, I didn't.

Q. And you remember that date from the fact that your husband told you that on the 14th?

A. Yes, sir.

Q. How long ago was the 14th of October?

A. Five months ago.

Q. You have studied that up too, since, haven't you?

A. I figured it up.

Q. When did you commence figuring it out?

A. I counted it up on my fingers.

Q. When you and your husband talked about that, who began the conversation, you or your husband?

A. I began the conversation.

Q. You talked with your husband about that affair, didn't you?

A. At the time, yes.

Q. Did you talk with him after he got home on that Saturday?

A. At that time I spoke to him about it and asked what date it was and he told me.

Q. Did you speak to him about what you saw?

A. Yes, sir, I did.

Q. And how many times have you spoken with your husband since that time?

A. I have not spoken to him since.

Q. Have you spoken with any one about this case since the 16th of October, 1911?

A. With my husband.

Q. Do you occupy the front or the rear of the upstairs?

A. In the rear.

Q. Can you see the alley from the rear?

A. I can see by looking.

Examinations for Certified Shorthand Reporters

The first examination for Certified Shorthand Reporters under the provisions of Chapter 587 of the Laws of 1911, will be held beginning on Tuesday, January 28, 1913, at 9:15 a. m., in the State Education Building at Albany, N. Y. The examination will be concluded in one day if possible.

Regents Rules

The Regents rules which govern such examination are as follows:

Rule 1. Any citizen of the United States, or person who has duly declared his intention of becoming such citizen, residing or having a place for the regular transaction of business in this State, being over the age of twenty-one years, and of good moral character, and *who shall have received an education equivalent to the successful completion of four years' work in a registered high school as determined by the Regents*, and who shall have received a technical education in shorthand reporting in an approved school, or private instruction which may be accepted as an equivalent, and who shall have had at least five years' experience as a stenographer, next immediately preceding his application, may take the Regents' examination for a certificate of his qualifications to practice as a public shorthand reporter and to assume the title "Certified Shorthand Reporter," and to use the abbreviation "C. S. R." to indicate that the person using the same is such certified shorthand reporter.

2. Two examinations will be held in each year, in January and in June, on Tuesday and Wednesday of the week of the regular Regents professional examinations.

3. Eligible candidates who take the examination will be required (1) to write shorthand, from dictation, of regular court proceedings or such other matter as may be selected by the Board of Examiners, for at least one hour, at a speed varying from 130 to 200 words a minute; with an average speed of 150 words a minute: (2) to transcribe such part of the dictations as the examiners may indicate; (3) to read aloud such portion of the dictated matter as the examiners require.

Candidates may furnish their own note paper or notebooks, may write with either pen or pencil, may transcribe their notes in longhand or upon the typewriter, or dictate them to a typewriter operator to be furnished by the candidate.

4. Accuracy in transcription and in reading notes orally will be the chief basis of the test. All errors will be considered, but material errors will count most against the applicant; the time occupied in transcribing and the speed with which the candidate is able to read his notes orally, as well as punctuation and the style of the transcript, will also be considered; no candidate who fails to obtain a mark of 85 per cent will be awarded a certificate.

Notice to Applicants

An applicant for admission to this examination should note that he must furnish evidence that he:

- (1) Is a citizen of the United States or has declared his intention of becoming such citizen;
- (2) Resides in or has a place for the regular transaction of business in the State of New York;
- (3) Is at least twenty-one years of age;
- (4) Is of good moral character;
- (5) Has an education equivalent to the successful completion of four years' work in a registered high school as determined by the Regents;
- (6) Has received a technical education in shorthand reporting in an approved school, or private instruction which may be accepted as an equivalent;
- (7) Has had five years' experience as a stenographer next preceding the date of his application for admission to the examination.

Requirements of the Examination

Eligible candidates will be required:

- (1) To write shorthand from dictation of regular court proceedings or such other matter as may be selected by the examiners, for at least one hour, at a speed varying from 130 to 200 words a minute, with an average speed of 150 words a minute;
- (2) To transcribe such part of the dictation as the examiners may require;
- (3) To read aloud such portion of the dictated matter as the examiners may require.

Other Notices to Candidates

Candidates may furnish their own note paper or notebooks, may write with either pen or pen-

cil on one side of the paper only, may transcribe their notes in longhand or upon a typewriter, or dictate their notes to a typewriter operator. Candidates must provide their own typewriters and secure their own operators.

Blanks upon which application for admission to the examination may be made will be mailed upon request. Candidates should note that no application for admission to the next examination may be considered which does not

reach the Education Department before January 23, 1913.

Applications should be accompanied by a certified check, postoffice money order or express money order for \$25.00, payable to the New York State Education Department.

All communications should be addressed to Mr. Harlan H. Horner, Chief, Examination Division, New York State Education Department, Albany, N. Y.



National Business Show Championship for Speed and Accuracy Won by Mr. J. L. Hoyt, with A Net Speed of 103 Words Per Minute

MR. J. L. HOYT added two championship titles to his collection at the National Business Show, St. Louis, December 10 and 11, winning the National Business Show Championship and the Missouri State Championship. In both contests he exceeded all the other contestants in accuracy and in speed. He not only wrote a greater number of gross words per minute but made fewer errors than any other contestant.

Mr. Hoyt is one of the most accurate of the writers among the topnotchers like Blaisdell, Wilson, the Trefzgers, Owen and Fritz and himself, and his work is always consistent. A notable feature of his work is that while his speed is constantly going up he is at the same time increasing his accuracy. Mr. Hoyt won the amateur championship of the world in 1910 and third place in the world's championship the same year. That was his first year in

the International Championship contests and his work was the sensation of the event. Mr. Hoyt is a product of Missouri. He obtained his knowledge of *Rational Typewriting* and Gregg Shorthand at Spalding's Commercial College at Kansas City, where he studied under the direction of Miss Jessie R. Davidson, now of Huff's School.

Miss Bessie B. Linsitz won second place in both contests with a net speed of 99 and 97 words, respectively. Miss Linsitz, who also hails from Missouri, is a newcomer in the typewriting contests, but she did some brilliant work in the International Contests at New York in November, winning second place in the Amateur Championship and eighth place in the World's Championship. She is a writer of Gregg Shorthand. Following are the figures of the two contests in detail:

National Business Show Championship

| Name. | Machine. | Words. | Errors. | Penalty. | Net Words. | Words per Minute. |
|-----------------------|----------|--------|---------|----------|------------|-------------------|
| J. L. Hoyt..... | Und. | 6503 | 64 | 320 | 6183 | 103 |
| Bessie B. Linsitz.... | Und. | 6273 | 69 | 345 | 5928 | 99 |
| Vera M. Blake..... | Und. | 5083 | 82 | 410 | 4673 | 78 |
| Rose Weiss | Und. | 4708 | 90 | 450 | 4258 | 71 |

Missouri State Championship

| Name. | Machine. | Words. | Errors. | Penalty. | Net Words. | Words per Minute. |
|-----------------------|----------|--------|---------|----------|------------|-------------------|
| J. L. Hoyt..... | Und. | 3204 | 26 | 130 | 3074 | 102 |
| Bessie B. Linsitz.... | Und. | 3068 | 32 | 160 | 2908 | 97 |
| Vera M. Blake..... | Und. | 2517 | 51 | 255 | 2262 | 75 |
| Rose Weiss | Und. | 2420 | 70 | 350 | 2070 | 69 |
| Hazel Heath | L.C.S. | 2147 | 98 | 490 | 1657 | 55 |
| E. Roulette | L.C.S. | 2138 | 116 | 580 | 1558 | 52 |
| Clara Heuermann ... | L.C.S. | 1846 | 92 | 460 | 1386 | 46 |
| E. L. Hubble..... | Und. | 2020 | 239 | 1195 | 825 | 28 |
| Menhardt Feldman ... | Royal | 1267 | 226 | 1130 | 137 | 5 |

Keys to Last Month's Shorthand Plates

Moving Picture Plots

To the minds of most of us the words "moving pictures" suggest nothing but a cheap form of entertainment, designed particularly for those who can neither afford nor appreciate the "better" things in the show line. We sneer at the crowds going and coming from the nickel dromes and kindred places, although we must confess that we are often compelled to sit up and take notice at the "motion plays" that are presented after the acts at the high-class vaudeville theaters.

That anything higher than mechanical art enters into the production of the films that make these "plays" possible we little dream, although it is a fact that a considerable portion of the literary folk of the country are daily taxing their imagination in efforts to make good films and incidentally to enlarge their bank accounts.

Despite the cry against motion picture houses, the business of film production is progressing and the rivalry among the dozen or more concerns in this country engaged in such work is so great that no expense is spared in endeavors to put out superior films. "New ideas! New ideas!" is the constant cry, and naturally the manufacturers turn to the literary folk for assistance. At least ten firms are buying ideas to be worked out on the screen and the dearth of good ideas is such that they will pay high prices for the kind of suggestions they want. Ideas put into workable form are called "scenarios" and for accessible "scenarios" the advertising manufacturers agree to pay ten to one hundred dollars.

All of the big companies maintain literary departments, the business of which is to pass upon "scenarios" and work up ideas submitted. Persons of recognized literary ability are at the heads of most of these departments and this it is generally agreed is tending more to raise the standard of the moving picture than all the legislation and censorship that the public reformers are bringing about. As to the writing of "picture plays," one of the large firms has issued a booklet which contains the following: "That the motion picture in recent years has taken its place in the amusement world is clearly established. Briefly, it bears to the stage production the same relation the short story bears to the full volume novel. It differs chiefly from the stage play in that no lines are introduced. Despite this limitation and despite the brevity and low price at which this entertainment is offered to the public, film manufacturers require that their product must qualify with the ever-ascending standards, dramatically, artistically and morally. To this end, the manufacturers are spending thousands of dollars each year to obtain the most skillful producers, the best dramatic talent and the most effective stage devices in the production of the pictures. The same is true of the story which the picture portrays.

"The writing of stories or plays for modern picture production is practically a new profession. Writers of successful motion picture plays find their work constantly in demand and at good prices. The field is not crowded with successful authors and many who are able to produce available plays have not yet grasped the first principles of the moving picture drama, nor do they seem to have any inkling of what the manufacturers require. Many of these have the qualities, imagination, talent and ingenuity, which make for success in this line, some of them having won success in the magazine field.

"In the writing of motion picture plays, anyone who is capable of evolving an interesting plot adapted to motion picture presentation may win success. The proposition is the germ of the plot. It consists of a condition or situation from which the details of the story are developed. The success of a comedy composition lies in the novelty of the plot or some new and interesting phase of an old proposition in its interest-holding qualities, logic and probability and the humor of the individual scenes and situations. There is a wide difference between the 'comedy' and 'comic' pictures and this difference lies chiefly in that the comedy depends largely for its humor in the cleverness and wit of the plot, where the comic is usually merely a series of situations arising from one incident or situation. In the comic film there is little plot and the scenes are loosely connected, while the success of the picture usually depends upon the fun obtained from each scene. Good comedy stories are hard to obtain, are hard to conceive and are necessarily, on account of their rarity, much in demand. It seems hard for such writers to differentiate the wit and clever ingenuity of the good comedy scenario with the trivial and frivolous one which is not."

To show the desire of the manufacturer to get wholesome pictures, the following extract is given: "Beware of any scenes which may violate good taste, manners or morals and avoid all crimes, such as burglary, kidnaping, highway robbery, murder and suicide, showing the methods employed in the accomplishment of such crimes."



Our Vacation Trip

My friend and I, having planned a long vacation, decided to make a tour of the United States. Our starting point was Augusta, Maine. One fine morning in June, we traveled by auto from this place to Mt. Washington, the most interesting point in the White Mountains. We crossed New Hampshire to Montpelier, Vermont; spent some time in the Green Mountain country, thence down through the state of Massachusetts to the city of Boston. We spent a day or two in this great commer-

cial center, then went across the country to Cambridge, for the purpose of visiting Harvard University. We also visited Worcester and other cities, then passed on through Connecticut to New Haven, where is located Yale University. We had planned to take in parts of Rhode Island also, but found it rather inconvenient to do so. We went to New York, the largest city in the United States and found much to interest us. Nearly everything needed by man is made here and we found it hard to tear ourselves away from its allurements. We wished to reach Washington, D. C., however, as soon as possible, and headed for that point via Jersey City, down through New Jersey, making a short stop at Trenton and another at Philadelphia. We crossed Delaware and Maryland, stopping only at Baltimore, then at Washington. This is, as you know, the most beautiful city in the United States and is certainly interesting in every way. We visited the White House and other places, then left for the southwest, crossing the Allegheny Mountains and stopping at the great natural bridge. Before going further south, we decided to spend another week or so in the states adjoining those we had just passed through. So we crossed more mountains, going northwest to Charleston, West Virginia. There was much to admire in the mountain scenery of Kentucky and Tennessee, but we wished to reach the south before the hottest part of the summer, so hurried on through the southern states, our destination being New Orleans. We then traveled on through the southwest, through the beautiful Ozark region, touching Kansas at its southeastern point and crossing Texas and New Mexico near their northern boundaries and on up to Denver, Colorado. We were now in the beautiful country of the Rockies and found something to entertain us whichever way we turned. We hardly knew where to go first, but it appeared that the best route to take was by way of Salt Lake City, Utah. Everything along the road and in this city was interesting. From there we went by rail to San Francisco, making few, if any, stops in crossing the state of Nevada. We did stop off at the Yosemite Valley, however. From San Francisco, we followed the coast up to Portland, Oregon, going as far north as Puget Sound.

The flowers, the fruit, the fisheries, the timber, the mountains—everything about the West was entrancing; but time was flying and there was nothing for us to do but turn eastward, which we did accordingly. The Yellow Stone National Park next engaged our attention and we also saw beautiful scenery in Idaho, Montana and Wyoming.

We were compelled to slight some of the states, but we started for Detroit, planning to go partly by rail and partly by water; then up Lake Erie to Buffalo, New York. From there we went to visit the Catskill Mountains and then back to New York City, having visited nearly every state in the Union.

Enthusiasm and the Inefficient Boss

There is a variety of employer who "falls" for enthusiasm. He is not the most successful employer, as a rule; he is a man who is led astray by unessentials. Sometimes he is a man who has come into his place by inheritance or some other way besides fighting up from the bottom. He is a man who mistakes manner for matter.

To get a position from such a man—and men of his type have many positions in their gift—is not so difficult if one understands. It is easier to get the place than to hold it, for once employed it is necessary to cash in the enthusiasm. Results are expected and the man who "falls" for enthusiasm is likely to be rather petulant about results. He does not know how to direct so as to achieve results and he thinks that the failures must be the fault of his staff.

OPTIMISM NECESSARY.

The one weapon that is needed to secure employment from a man of this type is to be optimistic. Go in to him and say "Mr. —, I can make your business double in twelve months. Others have said you could not make a go of it, but they were these pessimistic, dubious cusses who are always seeing the difficulties and never the possibilities. A man full of enthusiasm can make things go. He will see the possibilities."

This, of course, is crudely put. But it is the text of the selling talk. You must put up to sell yourself. The more deftly it is done the better are your chances. But unless you are very clumsy, you will arouse his interest. He likes enthusiasm. He has always held the theory that a man cannot do good work unless he is enthusiastic about it. He also holds the theory, perhaps unconsciously, that an enthusiastic man will not stop long to consider difficulties.

Therefore, he will take fire the minute you begin to paint with the rose color. Not too strongly, of course; crude color, like other crudity, defeats itself. But begin craftily to show him how you glow with enthusiasm. Be little the difficulties. If he suggests them, be quick to laugh at their unimportance. Tell him that a man who is in earnest, who loves his work and is full of enthusiasm will find a way to meet these obstacles as they come.

Many a man has ruined himself with such an employer, either when he applied for a position or before he had fairly got started, by dwelling unduly on the difficulties of the case. The employer of the type we are discussing is not competent. He is always bothered himself by the difficulties. To such men, therefore, optimism is peculiarly grateful. Pessimism, as he is sure to call it, is annoying.

BE CONFIDENT OF SUCCESS

Men have secured and have held positions under such employers with almost no other qualification than an appreciation of their employer's limitations. They profess confidence

in themselves and the business. They trumpet so pleasantly about the things the employer fears that they soothe him like a narcotic. If you want a job from the employer who admires enthusiasm, be enthusiastic. He wants enthusiasm about him; he believes in it and thinks it indispensable. Therefore, the best service you can render him is to be enthusiastic. That is what he is most eager to pay for.—*Chicago Daily News.*



The Trend of the Times

There is only one thing to be afraid of and that is fear. Fortunately most of our troubles never come to pass. And occasionally we go right through a time of trouble and forget to shudder until we get out on the broad highway where the road is clear and the automobiling good.

Some of our griefs we have cured and the sharpest we have survived, but what torments of pain we endured from the evils that never arrived. The world has fallen heir to a great legacy of fear. We are all more or less imbued with it.

If this were not so, I would not be writing on the subject now and the fact that I am writing on it proves that I have not got the microbe fully out of my system.

But this I do believe—that the lions are always chained and usually they are only plaster-of-Paris lions.

Among other superstitious fears is the idea that a presidential year is a bad year for business. Many good people always imagine that the party in power is oppressing the people and that when there is a change in presidents butter will be ten cents a pound, eggs three dozen for a quarter, with everything else cheap in proportion and wages twice as high as they are now.

This idea probably comes from the fact that the average man reads only one newspaper and that the one that mirrors his own prejudices.

Every president is a disappointment and the hope of a change comes as a great relief. But even in the midst of prosperity, many people find it difficult to pay their bills and to get the things they want.—*Elbert Hubbard.*



Educational Correspondence

Prof. Frederick L. Adams,
Harvard University,
Cambridge, Mass.

Dear Professor Adams:

A few days ago the *Journal of Political Economy* for December reached me and I have noticed with much interest the paper it contains by you on economic and social effects of the interurban electric railways in Illinois. I am writing to you in regard to a volume which will constitute the March issue of the *Annals of the American Academy*. That issue of the academy's publication will be devoted to papers dealing with railway rates and traffic and I

should like to include in the volume a paper by you on the subject of electric railway charges. Do you think you could prepare a paper between now and the first of February treating of this subject with a view to stating the principles and practices followed in making electric railway rates, comparing electric fares with the fares on steam railroads and pointing out some of the influences which electric competition has had upon steam railroad charges and traffic. I have in mind a paper of four thousand to forty-five hundred words in length. The other papers of the volume will consist mainly of articles by academic men and prominent railway officials.

Yours very truly,

Mr. Allan P. Engle,
Clinton, N. Y.

My dear Mr. Engle:

I have just received a letter from Mr. Cyrus J. Aimes, urging me to send you some topic to be discussed by myself at the coming meeting of the Association of American Geographers. I have written to Mr. Aimes that I would suggest the topic "Some Suggestions Concerning Human Geography." I do not know whether this topic is one you care to have included in your program and, if not, I hope you will feel perfectly free to omit it.

Very truly yours,

Prof. C. G. Barnes,
Dean, Department of Philosophy,
College Hall.

My dear Professor:

I enclose a letter I have just received from Mr. P. L. Fisk. I think you still have the letters written by Prof. Henry A. Selby, in which Mr. Fisk's work at Columbia was most highly praised. The investigation he is making into the sugar manufacturing industry will, I am sure, be a credit to that university. From Mr. Fisk's letter, it will be seen that a fellowship would be a great assistance to him. Indeed, he seems to be just the kind of a man our fellowships are intended to aid. I hope President Harris will feel inclined to establish a special Harris fellowship for the current year in favor of Mr. Fisk. I know he deserves it.

Very truly yours,

Mr. John J. Kennedy,
Salem, Mass.

Dear Sir:

In reply to your favor of the 22d ult., concerning Dr. T. W. Sheldon, I will say that I think you will find him a very satisfactory lecturer. I have no hesitation in commending him to your favorable consideration. While Dr. Sheldon has not had much experience in addressing large audiences, he has been very successful in his class lectures and I know you will find him a good speaker. He has a good voice, an excellent choice of language and a dignified bearing.

Sincerely yours,

1. The first of these is the "Business Expert" system, which is a shorthand system for business use. It is a system of shorthand which is designed to be used in business, and is a system of shorthand which is designed to be used in business.

The Business Expert

The "Business Expert" system is a shorthand system for business use. It is a system of shorthand which is designed to be used in business, and is a system of shorthand which is designed to be used in business.

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The GREGG WRITER

A
MONTHLY MAGAZINE
DEVOTED TO
SHORTHAND, TYPEWRITING
AND COMMERCIAL
EDUCATION

VOL. XV No. 6

FEBRUARY 1913

Announcement

WE have pleasure in announcing the appearance from the press of the shorthand version of the first forty-eight articles from *Expert Shorthand Speed Course*. Our readers who have been following this series of plates as it has been given in the magazine each month will need no introduction to this latest of our publications.

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No. 6

The Stenographer as an Aid to Authors

By William Whitford, Chicago

Official Reporter for the American Medical Association, etc.

EVERY now and then the services of the professional stenographer are called into requisition in assisting authors in the preparation of their manuscripts for publication. This will be a pleasing diversion to him from the usual routine of his professional work, and will materially add to his storehouse of knowledge. If he is ever on the alert to imbibe "the thoughts that breathe and the words that burn," he will endeavor to follow the author's train of thought as closely as possible and get a large fund of information out of the various dictations; but if he simply does his work mechanically, pays little or no attention whatever to the arrangement, the ideas, the phraseology, the style of the author, the process will be a tedious one to him.

The writer has had the pleasure of taking several books from author's dictation—medical, scientific and otherwise—and perhaps it will prove interesting to the readers of this journal to relate briefly the methods of different men.

One author sat at his desk with his memoranda and various books spread out before him, a separate table being provided for the stenographer. The dictation was very deliberate, the author being painstaking to clothe his ideas in such choice language as to necessitate but little revision of the typewritten transcript when handed in. Occasionally he would call upon the stenographer to refer back and to read over a few sentences either to avoid repetition, or to get the thread of his narrative. Quotations from books were read quite rapidly, and here let me say, it behooves the stenographer to be unusually painstaking to record the exact words, for the omission of an important word and the substitution of a wrong one may lead to serious misinterpretation. Occasionally, if

a quotation should happen to be a long one, the stenographer is permitted to take the book along with him from which it was taken, but in a large number of instances so many books are quoted from that the author would not care to have them taken from his library, because he may have occasion to use them in the meantime.

The rate at which chapters of books are dictated must of necessity largely depend upon the familiarity of the author with his subject, his volubility of speech, and mastery of the English language. Some authors for whom the writer has taken dictation would dispose of a chapter at one sitting; while others would proceed slowly, cautiously, and with considerable hesitation, making material changes in the text here and there, and would not average more than from two to three thousand words an hour. Sometimes great alterations are made in the formation of the original sentences, and when this is the case, the stenographer should see that he eliminates the mutilated fragments of the old sentences in order to avoid confusion in the transcription of his notes.

Some authors pace up and down and gesticulate in dictating; while others use very few or no gestures, but sit at a table and confine themselves strictly to the memoranda and books before them.

One of the most fluent dictators of books and magazine articles is Dr. G. Frank Lydston of this city, whose books and various contributions to periodical medical literature have a wide and enduring popularity. They are widely read and very extensively quoted. Dr. Lydston ranks with the ablest journalists, and paragraphs of his writings may be found in which the grace and elegance of Addison are combined with Gibbon's brilliancy. The arrangement of his books and articles is sys-

tematic; his style is clear, comprehensive, racy and entertaining, and the subjects are thoroughly treated. The first draught of his dictations needs very little revision.

We recall to mind a prominent newspaper correspondent who was capable of dictating three or four columns an hour of excellent reading matter for the public; and in so doing would play with the buttons of his vest. Nothing would displease him more than to be interrupted in the midst of dictating. Many a story I have taken from his dictation. He had his points well formulated in his mind, thoroughly classified, and methodically arranged before he commenced to dictate.

The late James G. Blaine maintained that no work of great literary excellence could be dictated; but we know of books that have been dictated to stenographers which have had a more extensive sale than "Blaine's Twenty Years in Congress."

It is true, that dictating is quite an art, and some of our best authors do not and cannot do it with any degree of satisfaction. The same holds true with reference to public speaking. We have men who "write like angels, but who speak like poor polls."

Again, authors in consulting the literature of foreign languages in the preparation of books occasionally require the services of stenographers to dictate rapidly such passages as they care to utilize. In this way, they can accomplish much more work than by following the old method of grinding out line after line in longhand and burning the midnight oil.

The writer on one occasion spent nearly a whole night taking dictation from three distinguished physicians in this city who were consulting French, German, Spanish and Italian literature for available material to incorporate into a book which they had in preparation. It was four o'clock in the morning when this trio of intellectual giants dispersed. The "take" numbered 150 pages of shorthand.

It seems to me, this method of utilizing the services of stenographers is so eminently practical as to commend itself to all those who contemplate the preparation of books or lengthy magazine articles.

With regard to the methods of the old authors, we are told that Dr. Johnson ad-

vised rapid composition after outlining, and Southey advocated the writing of thoughts as they occurred to be corrected at leisure. Macaulay sketched a general plan with lines far apart, and then filled in sentence after sentence. When he thought no change could be made for the better, the matter was copied for the printer. Johnson adopted a similar method in writing the articles which made *The Rambler* famous. Mrs. Frances Hodgson Burnett, the novelist, writes with a dull pencil on sheets of different sizes and texture, and usually pursues her work in the breakfast room amid the prattle of her children. Henry James, Jr., corrects and revises the sentences until they are illegible to everyone except himself. He holds to the idea that the mind is most inclined to steady work during night hours and believes, "that there are few really great thoughts, such as the world will not willingly let die, which have not been conceived under the quiet stars."

It is said that "Ouida" works dressed in the style of the ladies of whom she writes. George Eliot wrote descriptions while she walked about places she depicted. Her idea of the best time to write was before breakfast. Dickens tramped about in his room and dictated to a secretary. We are informed that Thackeray wrote best in a railroad train.

As far as the revision of the first draught of typewritten transcript is concerned, in my experience I have found (where the author was unusually precise and painstaking in his work) no more changes in it than if the author had done the work without the aid of a stenographer. I am well aware that some of our standard and most eminent authors have revised and re-revised their manuscripts before submitting them for publication, and even then the services of stenographers were not invoked in a great many instances. Many journalists claim that great literary excellence can only be obtained by careful revision.

The methods of the older authors differed very materially, and they are applicable to authors of the present day. An inspection of Dickens' manuscript in the South Kensington museum (which the writer saw in 1891) reveals the fact that he was a careful writer and spared no

pains in correcting sentences so as to render them effective. Sir Isaac Newton rewrote his "Chronology" fifteen times. De Quincy revised some portions of his "Confessions of an Opium Eater" sixty times. Gibbon went over his "Memoir" nine times and spent twenty-three years on his "History of the Roman Empire." Pope kept his manuscripts a year or so before sending them to a publisher. Macaulay worked nineteen days on thirty pages and ended with dissatisfaction at the result. Balzac, the great French novelist, fre-

quently devoted a week to a page, and seemed ever ready to make an alteration.

It should be the aim of every author to appear to the best possible advantage in print. In the days of the old authors shorthand writing had not advanced to its present state of perfection, nor were the services of stenographers utilized so extensively as they are to-day for commercial, political, literary and other purposes, or surely the brilliant intellects of the past would have availed themselves of them.



Wisconsin High School Commercial Teachers' Association

Report of Meeting held at Milwaukee, November 8, 1912

(Reported by J. W. Martindill, Madison, Wis., Secretary of Association)

The New Officers

Chairman—John F. Fowler, North Division High School, Milwaukee, Wis.

Secretary—Robert H. Butler, La Crosse High School, La Crosse, Wis.

THE Association was called to order at 2 o'clock P. M. by the Chairman, Mr. F. Stanley Powles. After listening to the minutes of previous meeting and the Treasurer's report, the regular program was taken up.

Miss Emma Janisch of Waterloo, Wis., told in an interesting manner how she handles her penmanship classes. Mr. H. G. Schell of Oshkosh, and Mr. F. D. Cross of Watertown, also gave some very practical suggestions on the teaching of penmanship. These papers developed some interesting discussion as to how to get lasting results and break up the present tendency toward scribbling by high school students.

Mr. John F. Fowler of North Division High School, Milwaukee, then took up the topic of Business Correspondence. Mr. Fowler thinks that more time ought to be devoted to the correspondence work and that we should enrich the course by the study of salesmanship. It is not enough to teach mere forms of letters, but each student should be able to write a well worded letter which will bring business. Mr. Fowler calls attention to the business men's criticism of our high school graduates because they cannot write a good

business letter. It would seem that the general course in English in the high school is not adequate to the needs of the modern business man.

Business correspondence should be taught by a commercial teacher and not by the regular teacher of English. The teacher of business correspondence should keep in touch with business men and meet their demands.

Mr. Claude D. Stout, of Stoughton, led the discussion. Mr. Stout called attention to the great amount of worry, waste of time and added expense due to the present lack of clearness and definiteness in writing letters. He cited instances which came to his attention while working with a manufacturing concern. He said:

Why should not the high school student spend more time with commercial correspondence? I can not see why a high school boy or girl should spend weeks and weeks poring over the translations of the egotistical letters written for a political purpose depicting a civilization that existed thousands of years ago, and the like of which we will never have again, when the incessant demands of the living present are so sadly neglected. And much more so would it seem that more attention should be given to such a live subject as correspondence because the needs of modern business make such a knowledge almost imperative to success.

Lively discussion followed these papers as to whether we should let vocational English take the place of our present study of the classics in our English work.

"Usefulness: the Keynote of Modern Education," was then presented by Mr. C. C. Marshall of Cedar Rapids, Iowa. Referring to the high cost of living he said, "The food for a man costs more than that of an elephant." He took up the matter of cost of raising children. Putting the figure at \$5,000, which he declared conservative, he pointed out the fact that Milwaukee children alone cost over \$500,000,000 to rear. To prevent loss, each child must pay back to society \$5,000 before he is even with the world—before he can lay private claim to his productions. The person who does not repay the

cost of rearing is a pauper. Education must give its attention to the control of the forces of nature—control the soil, and do it in an intelligent way; control the air, control the ocean, etc.

The Association voted to send resolutions of congratulations to Woodbridge N. Ferris, governor-elect for the state of Michigan.

The matter of a Vocational Section, in addition to our present conference, came up for discussion. This section would include the teachers of Manual Training Section, teachers of Domestic Science, Agriculture, Industrial Conferences and all others interested in vocational training. The Commercial Conference favors such a section and voted to co-operate to bring about such a section.



Used His Spare Time

This Boy Studied Stenography on the Train

WHEN I was about eighteen years old I was employed by a large corporation as a messenger between their New York office and their warehouse in Newark. I had to report at the New York office in the morning and take mail and small bundles out to the warehouse. I was on the job about a week when it occurred to me that I was wasting time staring at the landscape rushing by as the train sped on, so I secured a stenographic text-book and studied that.

About six months later I asked the boss if he would not give me a job in the office. He promised me the first vacancy that occurred. Time passed, but there seemed no prospect of a vacancy, so I began to look around me for a new position. Two other firms had their factories near ours and offices in New York and I thought

why not carry their mail over too? I interviewed them and they both consented that I be messenger for them at \$5 a week. Thus I was earning \$17 per week.

A clerk in the office learned this and informed one of the officers, who called me before him one day.

"Is this true," he said, "that you're working for these other two firms?" I assured him it was.

"Good for you!" he said. Thereupon I took advantage of the opportunity to tell him that I knew stenography. I said if he would place me I would do my utmost to give satisfaction. A week afterward I was assigned to a position in the New York office as a stenographer.

Ever since this official has kept a kindly eye upon me and many a time has extended a helping hand.—*New York World Magazine.*



IT seems very certain that the world is to grow richer and better in the future, however it has been in the past, not by the magnificent achievements of the highly gifted few, but by the patient faithfulness of the one-talented.—*Phillips Brooks.*

Gregg Writer Secures Fine Position

THAT the Mayor-elect of Providence, R. I., like President-elect Wilson, knows how to pick out a good stenographer is evident from the fact that he has just selected for the responsible position of personal stenographer and secretary, Mr. Howard R. Coughlin, a writer of Gregg Shorthand. The Providence Evening Tribune of December 31 contains an interesting account of Mr. Coughlin's rise in stenographic ranks and presents Mr. Coughlin's picture. It says:

Howard R. Coughlin, 24 years old, a native of this State and a resident at 66 Vernon Street in the Ninth Ward of this city, was to-day appointed by Mayor-elect Joseph H. Gainer as a clerk in his office and personal stenographer. The mayor-elect has had many applicants for the place and a large number of them had made formal application. Mr. Coughlin was chosen only after Mr. Gainer had gone over the list very carefully.

He has been educated in the public schools, including the English High School, Rhode Island Commercial School and Child's Business College. In May, 1907, he entered the employ of Allen & Reed, Incorporated, as sales department stenographer. He continued his studies evenings and a year later became Secretary to Philip Allen, which position he resigns to accept that of Mayor's Clerk. He is an expert, having won several prizes for proficiency in these lines. He holds a handsome silver loving cup offered by the Child's Business College in a touch typewriting contest conducted under international rules. He is a member of the Gregg Shorthand Association of America, the Knights of Columbus and the Columbus Club.

We are glad to be able to present to our readers a portrait of Mr. Coughlin and a specimen of his reporting notes. It will be seen that Mr. Coughlin writes a very clear and distinct style of shorthand. It is as readable as print, which gives us a clue to his success in securing such a desirable post.

Mr. Coughlin says of his notes:

I am afraid you will not care to publish the notes, as I, myself, realize there is room for

considerable improvement in my style. For the past few months I have been endeavoring to "correct my style," and the result is, my notes are shaky. The subject matter is from the Mayor's inaugural address. The notes were taken at a speed of about 130 words a minute.

Transcript of Mr. Coughlin's Notes

Being a manufacturing center, Providence needs water and rail transportation facilities for its development and continued prosperity. We are excellently located by natural advantages for growth in both lines. We are blocked, however, by a monopoly which has us firmly within its grasp. The New York, New Haven and Hartford Railroad has a marvelously complete control of our steam service and water

front. This control has been the growth of years, and the exasperating thing about it is that with each succeeding increase of power, the service rendered has been more inadequate. Our merchants have been complaining for years of the quality of service rendered. Passenger service, in a less degree, has been a constant source of annoyance. It would seem, on the surface, that a monopoly with complete control of a territory would have its service as near perfection as possible, even if it took advantage of its freedom from competition to keep its rates high. But the New Haven road, we now know, was not able to do even this, owing to the policy which has dominated

HOWARD R. COUGHLIN

it. We now realize that the New Haven Road, itself, is a paying proposition, and that, if its profits were devoted to the betterment of service and equipment, and the payment of dividends to its stockholders, the public would have no cause for complaint. We also realize that it cannot pay its present rate of dividends and give the people of Providence proper service, as long as it pursues its present policy of buying up every trolley, rail and steamship line in the vicinity, which looks as if it might some time in the future become a competitor, especially if these lines are not paying propositions themselves. Ten years ago before this policy was adopted its stock stood at 252; December 27th, 1919, it closed at 158. The policy is wrong; it must cease. The public has spoken emphatically, and it will not be satisfied until conditions are radically changed.

The New Haven policy would probably have escaped public attention a while longer, were it not for the Grand Trunk—

Shorthand Speedgram No. 13

[Under this heading we shall print, from time to time, pithy suggestions as to the methods of acquiring speed in shorthand writing. These suggestions will be selected from the writings of eminent shorthand writers.—*Editor.*]

Hold the Pen Lightly

YOU should hold the pen or pencil lightly; don't grip it too hard. Write in narrow columns so that a wrist movement will take the pen or pencil from the end of one line to the beginning of the next.—*John H. Mimms.*

* * *

Practice Reading Your Notes

DON'T fail to read over your notes for at least the first year of your practice. It is of no use to write shorthand if you cannot read it, and nothing will make you so familiar with your shorthand as to do this. If you are not familiar with your notes you cannot get speed, for it is that which makes speed.—*Isaac S. Dement.*

* * *

Cultivate Quick Thinking

IN order to write fast one must first of all have the ability to think fast. You must think all around the speaker's words and meaning. As to your shorthand you must think first and decide instantly and permanently. If you are not a fast thinker, you must become one, or else remain a slow writer. Keep cool, think rapidly, and decide promptly.—*James E. Munson.*

* * *

Perseverance—and Repetition Practice

FACILITY in writing is of the utmost importance. And the gaining of that facility is as simple as anything can be. Copy correctly written shorthand until it is written on your mind, and then write the matter over and over again, and write from dictation until your arms are ready to fall off; until your friends flee at sight of you. Write thousands of pages of shorthand, and go through the same process which has made you so familiar with longhand writing; the same process which has made you able to walk without effort, to speak without hesitation. Do this long enough, and you will get speed and facility which will make you happy.—*Fred Irland.*

Similar Words

ACCURACY in shorthand writing is of supreme importance, and it is for that reason that we continually lay stress upon it. The principles of the system you are learning have been constructed to produce an exactness that is a constant source of amazement to the writers of other systems. The most careful research has been made into the differences that occur in the appearances of outlines made under pressure of high speed, and ways have been provided to reduce the chances for errors in execution to the minimum.

And that very fact, paradoxical as it may seem, is the cause of inaccuracy with a certain class of writers. Having had experience with the wonderful legibility of the system, they become careless in execution—even more careless than they would be with their longhand—and the result, of course, is an inaccuracy that under ordinary circumstances should be absent. There is really no excuse in ordinary work for the mistakes that are commonly called “shorthand errors.”

The remedy for poor execution is to cultivate an accurate style; to pay attention to the details of words; to work for a high ideal in execution; to *read* much and to note your own peculiarities of execution so that you will recognize certain tendencies in execution that will help you to read even inaccurately written notes with facility and accuracy.

There is, however, a class of words that require special treatment, not because of the liability of conflict in the outlines themselves, but because of a conflict in the mind of the writer as to what the word really is. These are such words as “immigrate” and “emigrate;” “separation” and “suppuration;” “adapt” and “adopt;”

“eminent” and “imminent;” “collision” and “collusion”—words that are known as “homonyms.”

Then there are other words which, for the purpose of convenience, we classify with these—for example: “electric” and “electrical;” “intelligent” and “intelligence;” “credible” and “creditable;” etc. Then still others like “favored” and “favorite;” “continue,” “continued,” “continues,” “continual,” etc., where the terminations are different.

These words, of course, all have positive and absolutely recognizable differences in form, even when only fairly well written. A study of these forms will serve two purposes: first, it will familiarize you with the words themselves and deepen the impression of their meaning, if you study them correctly; second, it will give you a good working outline for each so that when the word occurs you will write it almost unconsciously.

These differences in outlines are, of course, necessary as a matter of accuracy. Some of them would normally be written with practically the same outline, and in the majority of cases, working under ordinary conditions, there would be no necessity for special attention to them. They would take care of themselves. But we are working for perfection in accuracy.

Take the words “intelligent” and “intelligence” as an illustration. Suppose we wrote the sentence “It is an insult to the intelligence of the people,” indicating “of the” by writing the words “intelligence” and “people” close together. It would be comparatively easy for the reader in a hurry to transcribe it “It is an insult to the intelligent people” unless we had some positive distinction in the outlines for the words “intelligent” and “in-

List of Similar Words

| | | | |
|---------------|-----------------|----------------|----------------|
| 2 extract | → manufacture | 2 defect | ~ indulgent |
| 2 extricate | → manufacturer | 2 difficulty | ~ indulge |
| | → manufactory | | |
| 2 effect | | ~ class | ~ electric |
| 2 affect | ~ continue | ~ claims | ~ electrical |
| | ~ continued | ~ clients | |
| 2 fiscal | ~ continues | | ~ into |
| 2 physical | ~ continuous | ~ case | ~ unto |
| | ~ continual | ~ cares | |
| ~ immigrate | ~ continually | | ~ purpose |
| ~ emigrate | | ~ spirit | ~ propose |
| | ~ neglect | ~ support | ~ proposition |
| ~ eminent | ~ negligence | ~ sport | ~ proposal |
| ~ imminent | | | |
| | ~ effective | ~ intelligent | ~ invest |
| ~ intention | ~ effectual | ~ intelligence | ~ investor |
| ~ inattention | | | ~ investigate |
| | ~ instant | ~ diligent | ~ investigator |
| ~ eruption | ~ instantaneous | ~ diligence | |
| ~ irruption | | | ~ poor |
| | | | ~ pure |
| ~ creditable | ~ principles | ~ contingent | ~ power |
| ~ credible | ~ person | ~ contingency | |

(To be continued)

telligence." It is for the purpose of accurately making distinctions in such cases that special study of the word lists is recommended.

A study of the list given herewith will show striking differences in the outlines for all the words. It will be well to add these to your vocabulary by first practicing the outlines slowly until you get the swing of execution, and then having them dictated to you every day until they fall from the pen point unhesitatingly and with beautiful exactitude.



Some Points in Execution

No. 1

IT is as important to practice right as it is to practice at all. Much of the effort and time of many beginners in shorthand is absolutely wasted so far as actual gain in either knowledge or executional facility is concerned. And this is by no means the fault of the teacher. It is a physical impossibility for the teacher to watch the individual practice of outlines to each student. His work in the classroom may be perfect, and yet the results be imperfect simply because the main part of the supervision of the practice must be done by the student himself. The average student will write thousands of outlines to the one that the teacher can help him on individually. So the student who wants to make the best progress in his work must in a measure learn to be his own critic. The teacher can give him the correct standards. But the student himself must learn to *apply* them to his own work.

It often happens that printed instructions are much more impressive than verbal instructions. They at least have the advantage of being in permanent form for constant reference and review. For that reason I want to talk to you on some points in execution that may assist you in refining your writing and bringing it up to a desirable point of efficiency.

First, I wish to make a few general observations that will set you on the right track at the beginning. Whatever practice you do should be intensified. Before you practice outlines for the sake of gaining power in execution, be sure you have a

distinct and vivid picture of the outline in your mind, understand the word-building principles upon which the form is based, and particularly have a correct conception of the length of the characters and the size of circles. Write slowly at first, but do not draw the characters. Learn to pass from one outline to another directly and quickly without making flourishes and imaginary ovals in the air. Do not raise the pen from the paper a greater distance than is necessary to clear it. Postpone practice for "speed" on the outline until you have a command of the movements and the muscles have become accustomed to these movements. Try to make each form as good as the model you have adopted.

In practicing the same outline over and over again, get the picture of it from your own mind and not from the form you have just made. Always have the words dictated to you many times after you have done the preliminary work on them because, as has been stated before, the great majority of your words must come to you through the sense of hearing. You probably have noted the fact that you can make your outlines very much better when copying than you can when taking them from dictation, even at the same speed. This is due to the difference in the sources from which the writing movements originate. Most of your writing up to this time, perhaps, has been done either by copying the shorthand forms or by constructing them from the printed copy. As soon as you begin to take dictation the words come to you through a different source, and this affects the accuracy of your forms. That is why dictation in the training for good execution is so important.

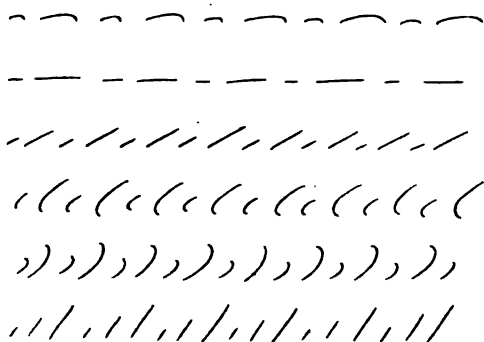
Another point to be emphasized is the practice in reading. Be sure to read over the outlines for the purpose of criticizing their form and proportions. This can best be done not directly after you have written the word, but after some time has elapsed, in order that the memory of the word may not affect your judgment in comparing it with your standard.

Elementary Practice

The basis of good execution rests largely on your ability to construct the sim-

ple forms accurately. With this as a foundation you can proceed to the more complex phases of execution with a sureness and confidence that will make the other work immeasurably easier.

Let us start with the simple consonants. The important points to be observed with these are length and curvature. The length of the characters should be definite and the curve should be full enough to positively distinguish the stroke from a straight stroke. Practice each of the consonants in the first and second lessons with these two ideas in view. Then try this exercise to accustom yourself to making the differences in length:



There is a strong tendency under pressure of rapid work to make such characters as "P-B," "F-V" of the same length. This is called to your attention so that you can overcome it by establishing the correct lengths and movements now.

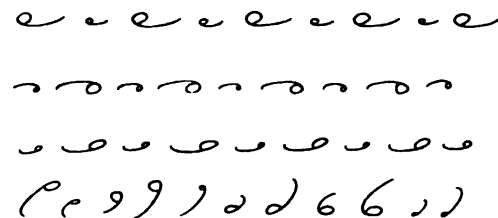
The joining of unequal curves should also be studied. Practice the following and note how the differences in length are positively shown:



The next point to be considered is the execution of the circle vowels. An unmistakable difference must be made in size. Practice each of the following exercises until you have a command of the movement. It is important to note that circles are to be made in either direction—from right to left and the reverse—as in the actual execution of outlines they are written either way, depending upon the joining.



The manner of joining the circles should also receive close attention. Note and practice the following joinings to curves:



In joining the circle to a curve be careful not to *retrace any part of the circle*. It should be joined at right angles to the stroke. Note these in particular:

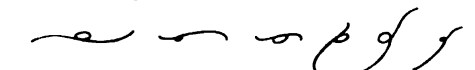


In joining the circle to straight strokes, start the circle at right angles with the stroke, thus:

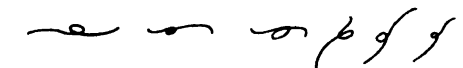


When a circle occurs between reverse curves be sure to close up the space between the circle and the stroke, thus:

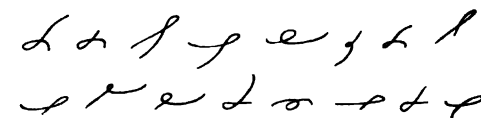
Correct way:



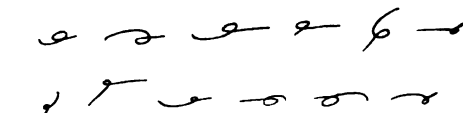
Incorrect way:



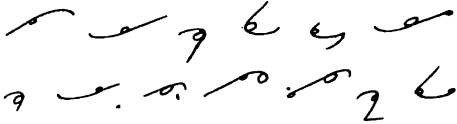
Note particularly the joinings in the following exercise:



Note that in such words as "ran," "lame," etc., if the circle were erased, the other characters would still preserve their characteristic forms:



When there is a blend of a straight stroke and a curve:



Note that the circle is closed up tight to the strokes in all instances, and that if it were removed the other strokes would still remain unchanged in form.

If you practice intelligently and with sufficient repetition to gain the hand control necessary for rapid execution, these few exercises will probably be sufficient until the next number of the magazine appears.

We shall be pleased to answer any inquiries concerning problems in execution.
(To be continued)



Theory Questions Answered

Q. Should "of the" always be expressed by proximity?

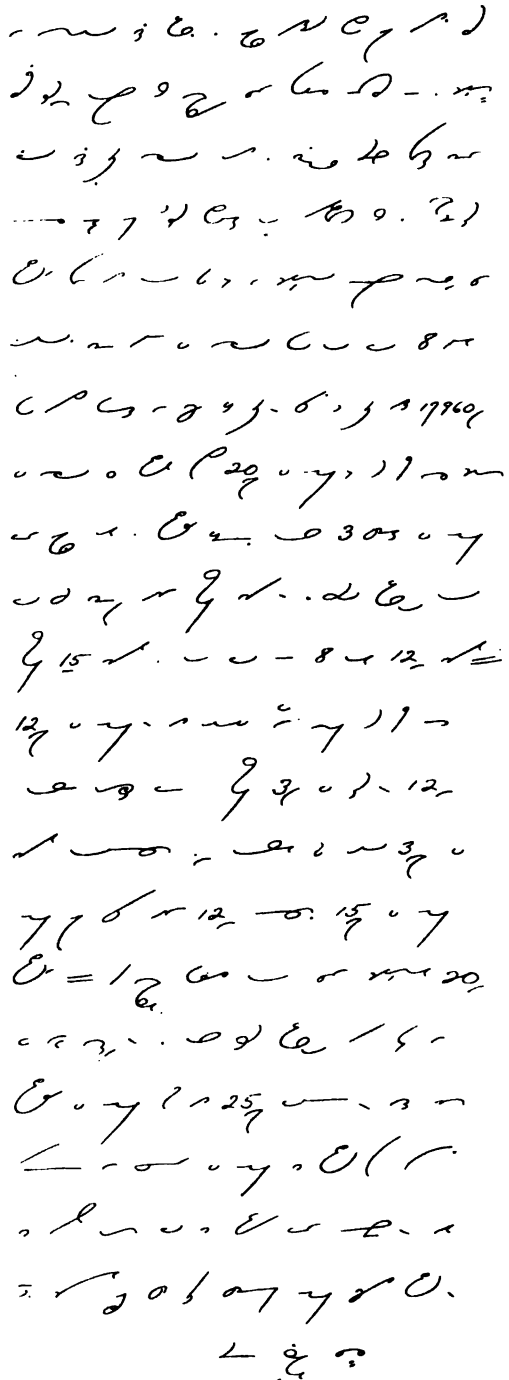
A. No. Considerable latitude is allowed in the application of this rule. The general practice is to express "of the" by proximity only when the phrase would be legible even if the words were not placed in proximity, thus, "the education (of the) people," "the duration (of the) contract," "end (of the) week;" but in such expressions as "many (of the) men," "some (of the) men," "some (of the) people," it will be clear that it is advisable to write "of the," as mere proximity might not be sufficiently exact.



The American office girl is considered the best in the world, and her superior ability is gradually being recognized by business men in England who are adopting American methods in commercial enterprises. Several London firms recently sent special representatives to New York to engage American stenographers, bookkeepers and general office girls to fill positions in large concerns and to act as instructors to English girls. The girls had their passage paid and are receiving salaries ranging from \$10 to \$15 weekly in addition to free board and lodging.—New Orleans *Picayune*.

Condensing Energy

(The key to this plate will be given next month.)



THE "Order of Gregg Artists"

is a clan composed of artistic writers of the system, which has for its object the development of artistry in writing. This department is the official spokesman of the clan. Conducted by Alice L. Rinne, O. G. A., 32 S. Wabash Avenue, Chicago, to whom all communications relating to this department should be addressed.



HOW TO BECOME A MEMBER OF THE O. G. A.: Make two copies of the article "O. G. A.'s Test" in your very best shorthand. Send one copy to the editor of this department, the other retain for comparison with the shorthand "plate" which will appear in the February issue. If your copy possesses the necessary artistic qualities, you will be awarded an "O. G. A." certificate, and your name will appear in the published list of members. An examination fee of twenty-five cents must accompany your test. A test is good only until the 15th of the month following date of publication.

The O. G. A. is a select company of artists, and membership is granted only to those whose notes show unquestionable artistic merit. It is worth your while to try for membership. You may not succeed the first time you try, because the standard is very high. But you will not know until you do try.

The emblem of the clan is a triangle enclosing the characters O. G. A. The left side of the triangle stands for "theory," the right side for "accuracy" and the base for "beauty"—the three qualities that go to make up artistic writing.

FIRST of all we want to extend our hearty thanks to our teacher friends for the interest they have displayed in working up the O. G. A. idea in their classes. Many of those who responded to our request for opinions of approval or disapproval have done so with several tests written by their students—some confident that their pupils would be listed in the Order, and others requesting that we give extended criticisms and return the papers with any such suggestions as we might deem advisable for their guidance in practicing with a view to becoming members. We were glad to hear from every one of you; glad to know that, for the most part, the general opinion is one of approval; glad to see the interest you take in anything pertaining to the "forward movement," and most of all, glad to have you tell us of the joys and sorrows

attendant upon organization work among your students!

As a matter of interest—and incidentally as an enthusiasm-creator—we are going to quote from some of the letters of those who have written us on the subject. A splendid letter comes from Mr. W. Rude, of Carthage, Mo., saying:

We have organized a local "O. G. A." Clan. We want to be number "One" if there is none other to claim the honor. We have four charter members, Mr. Harry Rohm, Pres.; Miss Lillie Sharp, Treas.; W. Rude, Vice-Pres.; [whose names appeared in the list of new members in the January number], and Miss Fay Rude, Sec'y. [whose name appeared in the first list of members in the November magazine.]

New members may join by vote of the "Order" and upon presentation of an O. G. A. Certificate.

Let us know what number we may have for our local "Order."

Accompanying Mr. Rude's letter were write-ups of the article, "A Woman's Philosophy," from five of his students. The club now has nine members and with the interest and enthusiasm exhibited by Mr. Rude will undoubtedly grow to larger proportions in a very short time.

We have also received letters from a great many business college and high school students, telling us of their interest in the Department and of their practicing with a view to gaining admission to the Order. In most of the cases, we are informed that their interest has been aroused by their having seen their teacher's certificate in the classroom, as well as because of a general desire to write well the system they are learning. We quote from Miss Maud Hanger, a student under the instruction of Miss Annette Page, of the Lincoln Business College, Lincoln, Nebr.:

I wish to submit a specimen of my shorthand notes to you. They are written with Sanford Writing and Copying Ink.

I am a student of the Lincoln Business College and have been studying shorthand for six months. Our instructor, Miss Annette M. Page, makes beautiful notes.

I shall be glad to receive any suggestions and criticisms that you will offer, and be very glad if you think that my work merits an O. G. A. Certificate.

We are pleased to receive Miss Hanger's test and are glad to be able to grant her the card of membership. Possibly now that the idea has been suggested we shall receive "Local Order" number two from the Lincoln Business College!

Miss Mae I. O'Hara, teacher in the Sacred Heart Academy, Washington, D. C., sends us a specimen of one of her student's notes, and writes: "Miss Leahy will be obliged to leave school in a few weeks, and if she were to secure this Certificate it would be an incentive to further advancement along this line." We are sending Miss Leahy the Certificate with our good wishes for successful work. We hope she will let us hear from her from time to time as to the progress she makes.

Miss Anna Larson, of the Ottumwa (Iowa) High School, sends us her write-up of the December test, and at the same time states that she is very anxious to become a member of the Order. She has been studying the system since September, and her work is a credit to her as well as to her teacher, Mr. Clyde Blanchard. Mr. Blanchard, by the way, writes us a short letter, which is very indicative of the co-operative spirit. He says:

One of my pupils, a sixteen-year-old girl, is mailing you to-day a plate for your examination. I think she does remarkable work, considering the fact that she hasn't finished her first semester yet. . . . With regard to the auxiliary orders you suggested, let me tell you my plan. I offer a suitable prize to each student who passes a test consisting of the matter in the Idea Exchange and the "Question Mark" Departments. My final ambition is to have each student hold a Certificate from you before the year is up.

That means *work*, Mr. Blanchard, but with our help we hope you will be able to accomplish the end!

Mr. C. E. Gaydon, of Dana College, Blair, Nebr., encloses tests written by two of his students who began the study of the system in October. Their work is extremely creditable, theoretically, and artistic from every point of view. It must

be gratifying to Mr. Gaydon to be able to make his teaching show such wonderful results.

Another student, Miss Mary E. Sanborn, writes interestingly of her work in the Manchester (N. H.) High School, under Mr. Allan E. Herrick, whose excellent work with Gregg Shorthand is familiar to our readers.

We find another "clubber" in Mr. J. F. Yenner, of the Portsmouth (Ohio) High School, who has culled several members for the Order from his classes. Mr. Yenner writes us that he has many other good writers who will undoubtedly strive for a membership in the clan at a later date. We wish him good luck, and assure him of our co-operation.

Miss Floro J. Bone, of the Lamson Business College, Phoenix, Ariz., sends us her club of four with the request that we criticize her students' notes. Because of the fact that each pupil qualified, our comments can be only general. Had their work not warranted the Certificate, we should have been glad to write Miss Bone or her students in detail. Just remember that when you are not admitted to the clan on your first attempt you will receive a detailed letter regarding the "whys and wherefores."

It would be interesting for you to read the many letters we have received from the general readers of the magazine who write us to the effect that their friends have been listed in the Order and that "we have been given no peace because we have not tried for the Certificate." That's the spirit!

If every one of you will urge your fellow-workers to try for the O. G. A. Certificate we shall soon have every reader of the magazine on our list. Does it seem impossible? Not if you do *your* part.

By the way, if you do not hear from us, or if your name does not appear in any of the lists of members which are published each month in the magazine, you might write us for an explanation. We have received any number of papers without names or addresses!

And may we ask you to remit in stamps or by money order. Personal checks for twenty-five cents are worth only fifteen cents unless exchange is added.

The article, "American Cities in 1912," is timely, and should prove about the right length for a page plate:

American Cities in 1912

The growth of our cities, phenomenal in many instances, always arouses interest, and one need not wait for the decennial census to get a true indication of their relative rise. The building reports, which are without incentive to exaggeration, are a sure index.

The reports for the year, with estimates for the last day or two, have been made up. New York of course leads, with its phenomenal growth not only maintained but increased. No other city ever equalled or approached it. Chicago is installed duly in second place, with rather less than half the amount of building that New York has done.

But below these two, important changes are occurring. Philadelphia, an undisturbed third for decades, still holds the position in 1912, but by a narrow margin. Los Angeles is close upon her. It is a singular fact that this city, not so long ago a sleepy half-Mexican town, is now the fourth city of the Union in building operations. It spent for that purpose twice as much money as Cleveland, nearly three times as much as Pittsburgh, Minneapolis or Kansas City, and 50 per cent more than St. Louis.

San Francisco is considerably behind Los Angeles but is several million dollars ahead of St. Louis, while Detroit leads San Francisco by a fair margin. The building reports for this and the preceding years since the census indicate that Detroit is growing faster than any other of the lake cities except Chicago.

Atlanta has achieved more in 1912 than any other city in the South, but Louisville, Richmond, Dallas and Memphis have grown much, according to their building reports. The greatest ratio of development is shown on the Pacific coast. It will surprise many people to learn that Portland, Ore., has spent more money on new buildings than Buffalo or Baltimore or Newark or Kansas City, and that it stands in tenth place. Seattle has also built heavily.—*New York World*, Dec. 29, 1912.

List of New Members

Arthur Ahrendt, Chicago Heights, Ill.
Earle M. Alspaugh, Fort Smith, Ark.

Susie Bilstead, Boise, Idaho.
Clarence J. Blake, Austin, Minn.
Elizabeth A. Bohlin, Providence, R. I.
May Alda Booth, Providence, R. I.
Alfred J. Burkhardt, New York City.
C. G. Chandler, Kalispell, Mont.
Nora E. Chapman, Gibson City, Ill.
Harry K. Cochran, Carthage, Mo.
Frances Craighead, Phoenix, Ariz.
Charles J. Crogan, Cumberland, Md.
Beryl Elliott, Knox, Wash.
L. A. Fawks, Kansas City, Mo.
Grace Foote, New Haven, Conn.
Carrie L. Fuller, Chicago, Ill.
Louise Gass, Phoenix, Ariz.
Lottie Gibbs, N. Yakima, Wash.
Frank Halliwell, Providence, R. I.
Maud Hanger, Lincoln, Nebr.
D. B. Harvey, Harrisburg, Ill.
George Hedelund, Blair, Nebr.
Glenn Herdman, Carthage, Mo.
Dorinda Holderness, Walkerton, Ont., Can.
C. R. Honza, Lincoln, Nebr.
Florence M. Kellogg, Charles City, Iowa.
Eva Kraus, Phoenix, Ariz.
Icel Kyler, Phoenix, Ariz.
Anna Larson, Ottumwa, Iowa.
Lucy I. Lawrence, Streator, Ill.
Katherine Leahy, Washington, D. C.
Verna Leavengood, Coshocton, Ohio.
Mae Manker, Carthage, Mo.
L. H. McClure, Seneca, Kansas.
Clara Michael, Quincy, Ill.
Roscoe Miles, Carthage, Mo.
Ella C. Mills, Grand Rapids, Minn.
A. G. Moore, San Antonio, Tex.
Henry Mootz, Portsmouth, Ohio.
Amy Park, Terre Haute, Ind.
Emily C. Pearce, Clayton, N. J.
Pearl Ramplin, Lincoln, Nebr.
John B. Rhud, Bismarck, N. Dak.
Herman Rieper, Jersey City, N. J.
W. A. Robison, San Francisco, Cal.
Mary E. Sanborn, Manchester, N. H.
Chester E. Shuler, Lancaster, Pa.
Freeman P. Taylor, Philadelphia, Pa.
La Monte Taylor, Kansas City, Mo.
Joseph Veasy, Yonkers, N. Y.
Olga Vondracek, Cedar Rapids, Iowa.
Gilbert D. Webb, Grand Rapids, Mich.
Emil M. Winter, Milwaukee, Wis.
Bertha Woodside, Carthage, Mo.
Leontine Wright, Pocatello, Idaho.
J. F. Yenner, Portsmouth, Ohio.
Mrs. Guy Zears, Minot, N. Dak.

I DO the very best I know how—the very best I can; and I mean to keep doing so until the end. If the end brings me out all right, what is said against me won't amount to anything. If the end brings me out wrong, ten angels swearing I was right would make no difference.—*Abraham Lincoln*.

Drops in the Bucket of Stenographic Success

By Mr. Harold H. Smith, School Department, Remington Typewriter Company

THIS is the time of year when stenographic ranks are being recruited. Thousands of young people are entering upon life's work through the gate marked "*Stenography*." Thousands of the stenographers of the future are among those who are starting to-day.

The way to success is clear. You do not have to open the door—it is already open. Through this open portal you can see the goal which you seek. Between the first portal and the goal there are other portals, each one open like the first. But before each portal there stands a sentry who demands something of you before he will let you pass.

Perhaps you will pass the sentry at the first door, and pass him easily. So far, so good. But do not let that deceive you into thinking that stenography is a "*snap*." Thousands there are who pass the first portal who never advance any further. For each sentry as you advance from door to door will demand more of you. *You must justify your progress at every step.*

Of course every beginner knows that some stenographic positions pay more than others. What many beginners overlook is that these positions demand more than others. I do not mean that they demand longer hours or harder work. They demand *higher skill* and *higher qualifications*. These positions are the real prizes of the stenographic world. And do not think, you beginner, that the winning of these prizes is a mere matter of chance or luck. They are won by those who are qualified to win them. They are won by those who have worked to get them. That is the point. It is the work, and the *will to work* that alone bring success.

Stenography is like everything else. It is a case of passing from portal to portal; of climbing step by step. If at any stage of your ascent you become satisfied with what you have done, if you lose ambition to do more, there is usually an end of further progress. Life is a growth; so also is skill in stenography; so also is every qualification that the successful stenographer needs. There is only this difference: Physical growth calls for no act of the will; but progress in success requires

always the will to grow. The stunted growths, the *half-successes* in the field of life are those who are content with *half-success*. They may not realize this. They may envy those who succeed better—but there it ends. There is almost always a lack of the real determination, which is the one human factor that always wins.

I did not start out to describe all the qualifications which are needed to insure stenographic success. This is too large a subject. Skill in shorthand and speed and accuracy in typewriting are self-evident requirements. So is *tact*, so is *personality*, so is *faithfulness to duty* in the broadest sense. These, however, are the big things; the obvious things. I want to say a few words about the smaller things, the less obvious things; I want to speak of some of *the drops in the bucket of stenographic success*.

I call them small things, but they are only seemingly so. In reality they are just as essential as the things that seem big to you.

One requisite for success is knowledge of the tools you use and your ability to keep them in order. Of course, it is easy to keep pencils sharp and fountain pens filled, but when it comes to typewriters, stenographers too often throw up their hands and exclaim, "I don't know anything about that, and don't want to. It is too complicated, and as long as it prints letters I am going to leave it alone." That is all very well and good, but clean typewriters work better than dirty ones, and cleaning them is such an easy and simple matter that it will pay you to learn to do it right at the start. Look for the dirt and wipe it off with a piece of cheese cloth. Wherever there is friction use a drop or two of oil. Take pride in keeping your machine looking well—and working well. My observations lead me to believe that many stenographers depend upon the "Gold Dust" twins to do their work. But I have yet to catch these twins at work on typewriters.

Bear in mind that a new ribbon is needed now and then. You know they haven't yet invented the "Hole-Proof" kind for typewriters!

Another thing: When you have learned to operate the keyboard and write by touch, don't think that you have mastered the machine. Typewriters are constructed with a direct idea of saving time, and you should know the purpose of every lever on your machine, as the engineer knows the levers and parts of his engine. In such a small matter as the return of the carriage, it is safe to say that most operators work at a loss of 10 to 20 per cent of their efficiency on account of failure to use the return lever properly. Without increasing the speed of your fingers, or putting forth any greater effort of your hand,

you can *throw* the carriage back for the beginning of a new line. Instead, many operators draw the lever or push it slowly, and thus carry the hand over a much greater distance than is necessary. Throwing over the lever takes much less time, and thus adds to your speed in turning out work.

Space will not permit the enumeration of more suggestions, but I trust that enough has been said to stimulate some beginner to a more earnest, systematic study in his search for *Stenographic Success*.—From *Remington Notes*.



How the Little Hyphen Wastes Our Energy

THERE is enough energy wasted in placing the little hyphen in the words "to-day," "to-night" and "to-morrow" every week day to haul a passenger train around the world, according to statistics that have been compiled by those interested in the strictly modern movement toward higher efficiency.

It is claimed there are 200,000,000 English-writing people and that they average to hyphenate these words "to-day," "to-night" and "to-morrow" three times a day. That is, while some may not average to do this more than three times a week, and a few, perhaps, not three times a month, others write those words and place the hyphens in them scores and scores of times each day, especially newspaper men, typewriters, authors, business men, school children and the like.

The acquiring of sufficient power from making these hyphens each day to propel a passenger train around the world is figured on the basis that it takes half an

ounce of energy to make the stroke—either with pen or pencil, and more for a typewriter—that represents the hyphen, and this would total 2,190,000 pounds of energy, or sufficient for the train.

It takes an ounce of energy to make the hyphen on a typewriting machine and three ounces of energy to make it on a typesetting machine, and the same statistician has figured that typewriting and typesetting machines alone take up sufficient energy each day to propel a battleship from New York to the Panama Canal.

All these figures were not compiled for amusement, but as an argument against using the hyphen in these words. Many people do not use the hyphen, but it appears that the majority do. Those who are working toward greater efficiency in everything claim that the hyphen in these words is not at all necessary and should be discontinued by every one, saving a great deal of valuable time and energy.—*New York American*.



THERE are hundreds of shorthand writers in this country who spend a great deal of valuable time in fretting and worrying about increasing their speed when, if they would sit down and do a little hard work, instead of wasting this time in merely thinking about it, they would, in a very short time, attain the desired object.—*Frank Harrison*.

Postcarditis

In this department we will publish each month the names of the writers of Gregg Shorthand who desire to exchange postals "written in shorthand" with other writers of the system in any part of the world. Every applicant must be a subscriber to this magazine. Names are not repeated after first publication. The application for enrollment must be written in shorthand, with the name and address in longhand. Conducted by Merrietta Brown, care of Gregg Writer, Chicago, Illinois, to whom all communications relating to this department should be addressed.

THE fraternity of postcarders is to be congratulated upon the growing interest the teachers and advanced writers are taking in our activities. We are glad to see that some of our Civil Service friends, too, are joining forces with us, and thank them on behalf of the "circle" for their generous offers of assistance. Perhaps they felt in their bones that Mr. Williams, one of our new members, was especially interested in their line of work.

You who have been reading the magazine for more than a year will undoubtedly recall Mr. Daniel's account of the progress of a purchase order through the Rock Island Arsenal, where he holds a clerical appointment. (And let us remark, that the term "clerk" is an all inclusive one in the parlance of the Commissioners.) In sending in his application, Mr. Daniels tells us that he will be glad to answer any questions relating to Government work.

"If you think there is anyone who would like to receive views of the United States Indian School in Pennsylvania," Miss Beatrice Herman writes, "I would be pleased to have you add my name to the post card list." We know from the views in the commencement number of the "Redman" for 1911, that these cards will be very interesting indeed. Miss Herman was appointed to the Carlisle school in January of that year as the result of the previous October's Civil Service examination.

We should like to present the photograph, of her own taking, on which Miss Kearney sent her request for membership—a glimpse of Sydney Harbor, with its hilly coast line in the background—but we must save the space for the "General" applicants whose names and address we

were forced to hold over from last month.

Before we go on to the list, Miss Knudson has another request: she would like to exchange cards with the different shorthand students, especially in New York and the Western states. Miss Knudson is planning to take a teachers' course in shorthand in the summer.

Banking

Robert J. V. Ochs, First National Bank, Redwood Falls, Minn.

Civil Service

G. M. Daniels, 745 17th St., Rock Island, Ill.
Hoyt N. Hardeman, Department of Agriculture, State Capitol, Nashville, Tenn.

Beatrice Herman, U. S. Indian School, Carlisle, Pa.

Students

Ethel Berry, Clarinda High School, Clarinda, Iowa.

Ruby Boyer, 1612 Main St., Clarinda, Iowa. *Clarinda High School.*

Miss G. Edelia Rothe, Harper, Wash. *Seattle High School.* (Prefers to correspond with students, but will answer all cards received.)

Joseph Wilbert, St. Stanislaus College, Bay St. Louis, Miss.

General

Isabelle Baglin, W. Calhoun Ave., Springfield, Ill.

Dumas H. Boardman, 435 Lime St., Riverside, Cal.

Carroll B. Bour, over 139 S. Court St., Canton, O.

Maye Briddell, Princess Anne, Md.

Robert Campbell, 421 N. Sixth St., Terre Haute, Ind.

Helen W. Carls, 805 Langham Ave., Beaumont, Texas. (Would like to hear from writers in California.)

Olive E. Chickering, 56 Ellis Ave., Whitman, Mass.

Rosie Ruby Deboyd, Box 263, Huntington, W. Va. (Prefers to hear from young people in the West, but will answer all cards.)

Louise De Groote, 509 West Fourth St., Mishawaka, Ind.

Olin Doffort, R. F. D. No. 4, Conneaut, Ohio. (Scenic cards and views of high school buildings preferred.)

Perry Drake, 316 North Sixth St., Terre Haute, Ind. (Prefers views of Churches.)
Earl C. Duckworth, 214 5th St., N. E., Washington, D. C.

E. Emanuel, Y. M. C. A., Seattle, Wash. (Prefers cards from foreign countries.)

Rosa Falland, 112 Main St., Wheeling, W. Va.
Allyne M. Freeman, Y. M. C. A., Trenton, N. J. (Secretary to the General Secretary.)

Kathryn Gibbons, 713 Smith St., Peoria, Ill.
Guy Huston, R. F. D. No. 3, Conneaut, Ohio. (Would like to receive views of high schools and other scenic cards.)

E. M. Haas, St. Stanislaus College, Bay St. Louis, Miss.

Walter Hansen, Box C, Clarinda, Iowa.
Miss M. Kearney, Queenscliff Road, Queenscliff, via Manly, New South Wales, Australia. (Is especially anxious to correspond with those engaged in any kind of literary work, but will answer all cards.)

Miss Dagmar Knudson, Box 241, Kiel, Wis. (Prefers cards showing college buildings and high schools.)

George Mallard, Box 73, Bay St. Louis, Miss. (Letters and cards.)

Charles Mazey, U. S. S. Wyoming, care Postmaster, New York City.

Russell Miedel, 1074 McColloch St., Wheeling, W. Va.

Daniel M. Moreland, 421 North Sixth St., Terre Haute, Ind.

Mary B. D. Nau, Aurilles St., Duquesne, Allegheny Co., Pa.

Edna Scoggan, Box 113, Lead, S. Dak.

Harold E. Serter, 184 Walnut Ave., Santa Cruz, Cal.

Vern Shortsleeve, 44 School St., Burlington, Vt.

Harold W. Swan, "Percydale," Eton St., Toowoomba, Queensland, Australia.

Mildred Tree, Cribb St., Milton, Brisbane, Queensland, Australia, care Henry Roberts, Builder and Contractor.

Michael Tjivoglou, Syrian Protestant College, Beirut, Syria. (Prefers colored views, with stamps on the view side.)

Mr. Oda Wendell, 209 Gilman Ave., Marietta, Ohio.

Walter Williams, Box 5, Lynnville, Ind. (Would like to correspond with those who have taken a correspondence course in shorthand.)

Alfredo L. Yatco, Bureau of Internal Revenue, Manila, P. I.



The Upstart

I knowed him when he didn't have a cent,
When he didn't 'mount to anything at all;

Yit here he is a railroad president—
He always had a big supply o' gall.

We both went to the same school fer a while,

His mother used to patch the pants he wore;

And now he struts around in lordly style,
And hardly knows his old friends any more.

I knowed him when his mother cut his hair;

I guess some folks is born to have good luck;

If I'd 'a' had it I'd be up somewhere,
Instead of merely raisin' garden truck.

You can't make me believe he ever rose

To where he is because he's competent;

Why, many is the time I've punched his nose;

I knowed him when he didn't have a cent.
—S. E. Kiser.



IF thou workest at that which is before thee, following right reason seriously, vigorously, calmly, without allowing anything else to distract thee, but keeping thy divine part pure, as if thou shouldst be bound to give it back immediately; if thou holdest to this, expecting nothing, fearing nothing, but satisfied with thy present activity according to nature, and with heroic truth in every word and sound which thou utterest, thou wilt live happy. And there is no man who is able to prevent this.—*Marcus Aurelius.*

Shorthand Offers Great Opportunities for Advancement

Mr. Hermann F. Post Delivers Address on Subject

THE Pocatello (Idaho) *Tribune* of January 9 contains a two-column report of an address on shorthand delivered at the Academy of Idaho by Mr. Hermann F. Post. The report says, in part:

"At the Academy of Idaho this morning was given a shorthand demonstration and talk to the shorthand department students by Hermann Frederic Post, official court reporter for the Fourth Judicial District of Idaho, here with Judge Edward A. Walters from Shoshone, who is trying the *Prater vs. Wooley* case. Mr. Post formerly was head of the advanced department of the Gregg School, Chicago.

"Mr. Post demonstrated first that Gregg Shorthand such as taught in both the academy and the city high school is adequate for practical work, by writing from dictation on the blackboard at high rates of speed. Then he wrote on the board, blindfolded, removing the 'blinder' when reading it.

"The practical feature of this is that Gregg Shorthand can be legibly written in the dark, as there are no positions and no lines necessary in order to write it. The last feature, perhaps, was the most peculiar. Mr. Post wrote on the board from dictation 'upside down and backwards' and read it, without standing on his head. Any employer that understands Gregg Shorthand can, while dictating to a stenographer using that system, read what has been written, even if it is upside down from where he is sitting.

"He also explained somewhat his reporting work. In his demonstration he made the following record: 234 words for a minute in court reporting; 165 words in 50 seconds on solid matter; 102 words in 45 seconds on solid matter, blindfolded; 105 words in one minute backhanded.

"In his talk, Mr. Post emphasized the fact that shorthand is one of the greatest stepping-stones that any young person can

utilize. With a mastery of stenography, one can work his way through college if necessary; or the ability to take notes there will be of inestimable value to him. Then, too, no matter in what line of work one might be, a knowledge of shorthand and typing would increase one's earning powers and efficiency. Shorthand gives a cultural value equal to that of any language or mathematical study and, in addition, necessitates instant application of the principles. It is also an excellent memory developer, making the student not only remember, but to apply without hesitation the things he has learned.

"In Idaho there are a number of court reporters using Gregg Shorthand in their everyday use. There are perhaps a hundred or more reporters using the Gregg system in this country now, and it is being taught in more schools and colleges here than any other three systems combined. 'To have been first proves antiquity; to have become first—merit.'

"You often hear about people using their own shorthand system when they leave school.

Mr. Post emphasized that if students would stick to what they learned in school instead of making 'their own system,' they would get along much easier in their work. The right way is the easiest way.

"There is a big demand now for dependable young men stenographers especially. If only the young men would realize the unlimited opportunities opened to them in all lines of work through the knowledge of shorthand, they would become proficient in it. The field is overcrowded now with mediocre stenographers, but there are not nearly enough first-class ones. Get ready for the opportunity—prepare yourself for the better position, and when it comes you will be ready to 'make good.'

"Your friends may tell you, you may lose your money—but if you have a knowledge of a profession like shorthand, that will always stand by you."

HERMANN F. POST

The GREGG WRITER

A Monthly Magazine Devoted to Shorthand, Typewriting and Commercial Education

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The Isaac Pitman Centenary

IN England they have been celebrating the centenary of the birth of Isaac Pitman, author of the Pitman system of shorthand, the one hundredth anniversary of which occurred on January 4. Somewhat strenuous efforts were made in this country also to arouse an interest in the celebration, but without the effect that should have been obtained. Even in New York City—which practically represents the Isaac Pitman shorthand field in this country—very little interest, to be regretted, was manifested, and the banquet arranged in honor of the event was attended by only a handful. As an illustration of the apathy in this direction we quote the following from the *Spokane Chronicle* of January 4:

While stenographers throughout the country are observing to-day the centenary of the birth of Sir Isaac Pitman, inventor of the modern shorthand and of the system which forms the basis of most of the modern systems, Spokane stenographers have prepared no public celebration or program in commemoration of the event.

At no commercial school in the city is the Pitman system used. At each business college and in the commercial departments of the

public schools, the Gregg system is used almost exclusively.

"There is no Pitman shorthand used here to my knowledge," said H. C. Blair, principal of the Blair Business College.

"We will not formally celebrate the centenary of the birth of Sir Isaac," said M. M. Higley, principal of the Northwestern Business College.

Much the same state of affairs was found at the Spokane Commercial College, the Standard Business College, the Jenkins Institute, and the commercial departments of the public schools.

Sir Isaac Pitman was born in Bath, England, in 1813. He was knighted in 1894 for what he had accomplished in shorthand. He died in 1897.

Many articles have appeared in newspapers throughout the country giving a more or less accurate account of the life of Isaac Pitman, but much of the information was obviously supplied from interested sources, and this very naturally aroused the resentment of many phonographers who, although appreciative of the work done by Sir Isaac Pitman, are of a different shorthand faith. This was unfortunate and might have been foreseen by those responsible for it had they been less selfish. The shorthand controversies that

have been waged between the followers of the various Pitmanic factions were also a contributing factor in the general lack of interest—or rather, we should say, a general unwillingness to take part in the celebration. No religious wars of history were ever more bitterly fought than those between the partisans of the different Pitmanic systems. And every one of these systems is indebted to Isaac Pitman for its alphabet!

As illustrating this feeling we quote from the *Students' Journal* (organ of Graham Shorthand):

And pitiful indeed is the account of the manner in which he (Sir Isaac) was thrust aside and disregarded in the business to which he had given the best part of his life, and the consequent necessity of publishing "The Speler" in order to make known the ideas he was not allowed to print in the *Phonetic Journal* which he founded and edited for half a century. A different light is thrown on the character of his heirs, who are now apparently so eager to do him honor and to celebrate the anniversary of his birth, by his (Sir Isaac's) statement that "for two years the Firm has persistently suppressed the mention of the fact in its Journal that there is a monthly publication called "The Speler" for the furtherance of phonography and spelling reform; and especially have they for nearly five years prevented the vast body of phonographers from knowing that a vast improvement has been made in the system, simplifying it and reducing the labor of learning and teaching it about one-half."

Another reason for the lack of interest in the centenary is the comparatively small number of Isaac Pitman writers in this country. Then, too, the growth of modern systems of shorthand based on an entirely different foundation has developed a class of writers who owe little to the work done by Sir Isaac, and who have not come in contact with it sufficiently to develop even a sentimental interest in it.

As illustrative of the general ignorance in regard to shorthand, the papers that noticed the centenary made constant reference to Isaac Pitman as the "inventor of shorthand." This is not an historic fact, although the publishers of the parent system have strenuously fostered that idea. In the *Gregg Writer* for April, 1912, it was clearly shown that shorthand was used for nearly two thousand years before the birth of Isaac Pitman, and that it was in use two centuries in England and a cen-

tury in America for *reporting* purposes before the advent of Pitman's Phonography. It was also proved that Mr. Pitman was not the inventor of phonetic shorthand nor even the originator of the term phonography.

The centenary, however, is worthy of celebration because of the distinct services rendered by Isaac Pitman to the popularizing of shorthand writing, and because he devoted his life unselfishly to what he believed would be of benefit to mankind.

We have always paid our tribute of respect to Sir Isaac Pitman for his devotion to the cause of shorthand and of phonetic spelling, although we have conscientiously believed that his system was not in any sense superior to those of his predecessors except in so far, perhaps, as the popularizing of the phonetic principle was concerned. Indeed, we believe that the propagation of Phonography was detrimental to shorthand progress for half a century by turning the trend of shorthand evolution in the wrong direction through the introduction of shading, position writing and other unnatural features. And the experience of thousands of writers of shorthand confirms that opinion. That many of the principles early introduced, which are still perpetuated by the publishers of the original system, were "blemishes on the system" Sir Isaac Pitman himself acknowledged, and devoted his remaining years to correcting. His ideas of reform in his own system have lately been indorsed by the Standardization Committee of the National Shorthand Reporters' Association—a fact that shows all the more strikingly the obsolescence of the original system.

But, be that as it may, Sir Isaac Pitman did an important work in the evolution of shorthand, and it is a pity that a greater organized effort among his real followers was not made to make the centenary notable. Isaac Pitman did a great work for the popularization of shorthand; for that he is to be honored by all shorthand writers, and for the time in which he lived his system was a good one. That more modern methods have now practically supplanted his system should in no way detract from the honor that is due him for the work he did.

"Stenographers out of Jobs"

UNDER this caption the Chicago *Daily News* of December 22 draws attention to a unique situation in New York City, the largest city of the country and the financial center, in which it is estimated that there are actively engaged more than 250,000 stenographers! The *News* says:

In New York city there exists a paradoxical situation in which an immense number of girls apply to commercial agencies to find them positions as stenographers, and yet the agencies have no end of difficulty in filling vacant positions. It appears from the report of the municipal commissioner of licenses that there is an oversupply of incompetents and that the really capable stenographer is a rarity.

Any employer of stenographic help will corroborate to the letter the statement of the *News*. The good stenographer in New York—out of a job, at least,—is indeed a rarity. The *News* goes on to say:

Most of the new applicants are so incompetent that the regular stenographic agencies have classes in which they help to equip them for jobs. So great is the demand for work on the part of beginners that employers are not asked to pay a fee to agents. Applicants for jobs pay all the fees. This is in sharp contrast to the condition which requires employers to stand the fees when seeking girls for domestic employment, due to the overwhelming demand for household aids of that nature.

Where such a condition exists the conclusion, that there must be some connection between the lack of competent stenographers and the schools that train them, is fully justified. Anyone familiar with the situation in New York knows that that connection is very close. Even the New York newspapers, always provincial and loath to criticize or condemn anything in New York, do not hesitate to reveal the actual conditions. Letters like the following frequently appear in the papers:

As an applicant for a position of stenographer, I have visited the various typewriting employment departments, and it was really shameful to see about 150 or 200 boys and girls "hanging around" (to use a slang phrase) until a position was secured. I heard it stated that the employment department of one of these concerns said that the number of applicants for every position on the female side was twenty to one. Still the business colleges are holding out promises of getting positions for them easily, and the best proof of their in-

ability to get the hundreds placed is the number of stenographers and typists out of employment.

The New York *Globe* in particular, which devotes much space to questions of interest to the schools and to teachers in the city, recently printed the following significant report regarding the stenographic course in the public schools:

If the Board of Education deems it advisable, the board of superintendents will make an experiment in two of the city high schools with a longer school course—an optional five-year course for girls. It has been found that the present technical course in stenography and typewriting in the high schools turns out immature stenographers who must begin at the lowest rung of the ladder. In one Brooklyn school there are forty girls who are ready to graduate, but who do not intend to enter either the training school or college. They are anxious to stay if they can by so doing take up studies which will perfect them in office work, indexing, and typewriting, etc. They will then be nineteen or twenty years of age, more expert, and able to demand better pay. To afford them the opportunity the superintendents propose to add the optional fifth year to the course.

Think of adding another year to an already longer course than that which prevails in almost any other city in the country! In all the progressive cities the tendency is strongly toward a two years' course, and a two years' course with the right system and right methods is long enough. But the New York teachers are not to blame. They have to work under conditions that would be intolerable in the Middle West or the West. They are handicapped by an antiquated system which is taught under exclusive contract.

This condition in New York will undoubtedly come as a great shock to teachers throughout the country who naturally look to America's largest and wealthiest city, the metropolis, for leadership in education as well as other things. But if they look to New York for leadership in stenographic education they look in the wrong direction. Mr. J. N. Kimball, in his characteristically humorous vein—but which has back of it nearly always a very practical philosophy—recently commented on the school situation in New York in the *Phonographic World* as follows:

What is the matter? Ask any brainy student in these schools, and he or she will tell you what is wrong without a moment's hesitation.

Ask any reputable teacher to whom these same students go to "finish up" after graduating in the public schools, and you'll get an equally quick and apt reply—it is as plain as the nose on an elephant's face. As one public school shorthand teacher told me a day or two ago, "the whole scheme is dead wrong from beginning to end." There you have it, in a nutshell.

However, cheer up; something is about to drop, I believe, and it will make so much noise that you'll hear it when it comes down "ker-chunk." Watch for it!

There is a humorous side to this "public school shorthand." I saw a copy of the "examination" issued by one of our high schools lately, and it began with the amazing statement that no credits would be given for anything but neatness. I suppose the author meant that the work must be neatly done, but he didn't say it, all the same. And if you didn't know the difference between a "wordsign and a gram-malogue" you were deader than Julius Caesar, even though you had the Adams Trophy in your pocket for keeps.

I am convinced that shorthand as now taught in the public schools of New York is a sin.

And the condition in the private schools, with three or four exceptions, is little different. Following the lead of the public schools, they practically all teach a system that is hardly known in this country outside of New York City. They labor under the delusion that they can "draw" a large number of students from the public schools who have already started a course and want to finish up in a business school. As a matter of fact, the percentage of students they get in that way as compared with the number they could get and train by efficient business methods is very small indeed.

Perhaps some day New York will wake up to the situation.



Brevities

The convention of the Eastern Commercial Teachers' Association will be held at Atlantic City, N. J., March 20-21-22. The indications are that the meeting will be the most successful ever held, as the Executive Board is working with energy and intelligence on these theories: "Ample opportunity should be allowed members to become socially acquainted with each other; that there should be 'exchange of ideas, which will be better accomplished through a large number of speakers than through a small number.'" The Executive

Board announces that "no less than 100 teachers will speak briefly."

The headquarters will be "The Rudolph," and complete program announcements will appear in the magazines next month.

* * *

Three new shorthand and typewriting magazines have made their appearance: "The Shorthand Reporter," the official organ of the National Shorthand Reporters' Association; "Shorthand," published by the Shorthand Society, Brooklyn, and "The Typewriter News," published by Mr. E. N. Miner, New York.

* * *

Mr. Harry C. Spillman, head of the school department of the Remington Typewriter Company, in a recent interview published in the *New York Evening Post*, says a woman's equipment for success in shorthand work may be regarded as 50 per cent personality, 30 per cent general education and 20 per cent technical education.

* * *

There has been a wonderful quickening of the pace of the Forward Movement on the Pacific Coast since the San Francisco office was established last summer. Under the energetic and capable management of Mrs. Raymond the friends of shorthand progress on the Coast are developing still greater enthusiasm, and practical results are already in evidence. It will not be long before Gregg Shorthand is used almost exclusively on the Coast.

* * *

The following letter from Mr. W. L. Gross, Principal of the Commercial Department of the Bismarck High School, Bismarck, N. Dak., is a delightful illustration of what frequently happens in connection with the teaching of shorthand in public schools:

I saw an article in one of the Pitman magazines a few days ago giving a list of schools that have introduced the Pitman Howard system this year. In this list I noticed the name of the Bismarck High School. The system was introduced here, and after giving it a fair trial several students dropped the shorthand and finally it was decided that shorthand was too difficult a subject for pupils in the second year high school. Later the school decided to try the Gregg and since it has been adopted all who quit thinking they could not learn shorthand, have come back into the class and are very

well pleased with the subject, and it is now one of the most interesting subjects in the curriculum.

We appreciate the kindness of Mr. Gross in furnishing us with this information. The Bismarck High School is still being advertised as having adopted the Pitman system!

* * * *

The newspapers throughout the country are having considerable trouble with Mr. Swem's name. In connection with his work for President-elect Wilson his name is frequently mentioned in the dispatches, and the farther it gets away from home the more picturesque the spelling becomes. Here are some of the variations:

Schwen, Schwem, Swom, Stem, Swemm, Schen, Sweim.

None of the papers has yet got it "Swim"—and that is strange considering that he is so decidedly "in the swim."

After the Buffalo contest we telegraphed our New York office: "Swem third in Adams' Trophy." Imagine the mystification caused when the received telegram read, "Seven third in Adams' Trophy!"

Shortly afterward an enthusiastic Chinese Gregg writer in Hongkong, wrote: "Give that little Lee Swem my compliments," on hearing which, Swem remarked, reflectively, "I wonder if he thinks I'm a fellow countryman."

* * *

Owing to the great publicity Mr. Swem and Miss Tarr have obtained through their work for President-elect Wilson, and the fact that it is known that they were trained by methods advocated by us, we have been approached numerous times by New York business men who say: "Why don't you start schools here and give us stenographers like these?" Some day somebody—less busy than we—will do it.

* * *

Now that the examination for the Teacher's Certificate can be taken by correspondence, it is our intention to give preference to certificated teachers in making recommendations. Teachers applying for positions or enrolling with any of the Teachers' Bureaus should always mention whether or not they have a teacher's certificate or an O. G. A. certificate, or both. School managers and superintend-

ents are attaching more and more importance to these certificates on account of the stringent conditions under which they are granted.

* * *

The Gregg Teacher's Certificate has recently been awarded to the following:

Ella Bassist, El Paso, Texas.
Bertha G. Carroll, Portland, Ore.
Leonore DeVaney, Portland, Ore.
Mary D. Elkins, Portland, Ore.
Mabel E. Good, Chicago, Ill.
May Griffin, Portland, Ore.
Mae Immel, Lycippus, Pa.
Rosalia A. Lee, Bellingham, Wash.
Nora I. Lemon, Los Gatos, Calif.
C. G. Linn, Omaha, Nebr.
E. F. McMahon, Jefferson, Iowa.
Mary Miller, La Crosse, Wis.
Milton H. Northrop, Albion, Mich.
Sigrid Olson, Ishpeming, Mich.
Emma B. Provorse, Coffeyville, Kans.
Bertha H. Rawlings, Pittsburg, Kans.
Charles Alva Rodgers, Blytheville, Ark.
Marion E. Seabrook, Valparaiso, Ind.



Obituary

We have received a copy of the Knoxville *Sentinel* of January 6, 1913, containing an announcement of the death of Col. J. C. Woodward at the age of 71. Colonel Woodward was a prominent citizen of Knoxville, widely known and respected for his many local activities. In 1899 he purchased the Knoxville Business College and acted as its president until about three years ago, when he was succeeded by his son, Mr. Hu Woodward. The loss of Colonel Woodward will be sincerely mourned not only in Knoxville, but throughout the field of commercial education.

* * *

Mr. Alfred Day, well known as a teacher of shorthand and as the author of a text-book on Graham Shorthand, died at Cleveland, on November 26, at the age of 66. The cause was heart failure.



"Great minds have purposes, others have wishes."

Talks on Office Training

The Sixth Step—The Composition of Business Letters—(Continued)

WITH some of the details of the technique of writing disposed of, we can now proceed to the more general qualities that letters must possess to be effective. These may be termed the "human" qualities, and they include such elements as courtesy, originality, personality, and so on.

But there are one or two more points that really deal with the technique of writing that must first be discussed. These are *the outline, clearness and brevity, completeness.*

Value of the Outline

In writing a business letter, or any other composition for that matter, the young writer will be able to present his ideas in much more logical sequence and produce a piece of work that hangs together better as a whole if he will first make an outline or summary of the topics he expects to write about. The outline at first should be very full. Many ideas will possibly suggest themselves which seem to bear directly upon the subject, and when these have been noted you can rearrange the outline, placing the different subjects in the most logical order. It may be that in going over the outline you will see that many of these ideas that you have noted are not really relevant to the subject, and they can then be stricken out.

In writing from the outline, dispose of each topic fully as you come to it so that a return to it will not be necessary. As experience in handling letters is obtained the outline will become less and less essential to an orderly presentation of the message, and finally may be dispensed with almost entirely. The experienced cor-

respondent will be able to carry in his mind the topics of the letter and to dispose of them systematically.

Brevity and Clearness Important

As a rule, business letters should be as brief as is consistent with clearness. But the latter feature should never be lost sight of. Some business letters are so brief that they mean nothing—they are worse than useless because they leave an impression in the mind of the reader that may be impossible to overcome later.

Business men are busy men and wish to gain their information quickly. Directness in business, however, should not be confused with bluntness or curtness. The right kind of brevity is obtained through the wise selection of words and phrases backed by clear seeing and clear thinking. If your ideas are confused, it is certain that your statement of them in writing will be confused. We must first think out clearly and distinctly the ideas we wish to express, and then select the clearest and most logical wording we possibly can to express them. And it is to be remembered that brevity is not always a virtue. If your letter is so brief that it requires further correspondence to clear it up, you have gained nothing by "brevity." Where there is much to say a long letter will be needed to say it, but in the saying of it brevity may be obtained by eliminating all repetitions and wordy sentences—by making the wording smooth, simple and economical of the reader's powers of attention. A good test to apply to the letter is to ask yourself these questions:

Does the letter have the idea to start with?

Does it impress the idea simply, forcefully and convincingly?

A Letter Should be Complete

The letter should be complete in all its essentials. There should be no gaps in it that will make further correspondence necessary to eliminate them. Say what you have to say upon one subject and then pass on to the next. In a personal interview a misunderstanding may instantly be corrected, but a wrong impression gained from a letter may be deepened to such an extent before an explanation can be made that irreparable injury has been done. By making your "outline" complete and going through it carefully before you start to write your chances for making the letter complete will be greatly increased. It will be necessary, of course, in making your outline to have a clear idea in your mind of what you want to accomplish with the letter.

In a series of letters, one should connect so directly with the succeeding ones as to complete the chain of circumstances surrounding the transaction. As all business houses keep copies of letters sent out by them it is obvious that if the letters of a series do not contain all the essential facts of the transaction they are of little value as a matter of record. The answer to a letter should make some specific reference to it that will enable the reader to recall its subject or to locate readily the copy of his letter in the files. This may be done by referring briefly to the contents of the letter.

The Power of Attention is Limited

Another point to be considered is the matter of "attention" your reader can or will give to your communication and the form and treatment of your letter has an important bearing upon this. The reader has but a fixed amount of power of attention at a given time, and whatever power is absorbed in the form of the message, it is clear, must be stricken from the total power. If a letter is to be effective in respect to the economy of attention, the thoughts to be conveyed must first be arranged in logical order, and the language must then be made so simple and clear that the reader will unconsciously concentrate his whole attention upon the message itself.

The power of attention of your reader, of course, can be vastly increased by the attractiveness of your presentation from the mechanical as well as from the construction viewpoint. If your sentences are long and rambling and disconnected, you are taking your reader over a rough road, and the jolts and uncomfortableness of it will divert him from what you are really anxious to tell him. If your language runs along smooth and clear, he will feel himself gliding along luxuriously, and your chances for winning your point will be immensely increased.

(Note: Next month a list of test questions covering all the topics discussed in these articles will be given. It will be interesting to see how many of the questions you can answer satisfactorily. It might be well to get ready for the "exam" by going through the articles again.)



Another Typewriting Contest

ABOUT this time of the year embryo stenographers throughout the country are preening their wings for trial flights at speed in both shorthand and typewriting. It is a good sign. It indicates an ambition to do things, and it is an ambition worth encouraging.

If you have any ambition to excel in typewriting speed, now is a chance to try your hand at the "speed game." The article by Mr. Kimball is part of the matter—the first 1,000 words—used in the recent international typewriting contest for

the world's championship on which Miss Florence E. Wilson made her remarkable record of 117 words a minute net. It is fairly easy and you should be able to do some wonderful things with it. At any rate, it will afford you an excellent opportunity of drawing a comparison between your own speed and that of the swiftest typists of the world. On this same matter Miss Wilson wrote for one hour at the net rate of 117 words a minute; Mr. Emil Trefzger, 116 net words a minute and Mr. Blaisdell 115.

A Few Good Recipes for Failures—By J. N. Kimball

The First Thousand Words of 1912 International Typewriting Contest

FOR a good many years I have been the target at which those younger than myself have shot their arrows of inquiry, and as a rule they have been so successful in hitting the bull's eye that I have come to have a sort of fellow feeling for the colored man who pokes his head through the hole in the big piece of canvas down at Coney Island, and tries to look as though fortune had no greater gift to bestow when the barker shouts "three shots for five cents, gents, and if you hit the nigger you get a good cigar." I have always had a mean suspicion that the chap I refer to has a cast-iron skull-cap concealed about him at the proper spot as a sort of a life insurance, and I have often thought it might be wise for me to use something of the sort; but it may not be necessary in my case—at any rate I have been told that my skull is so thick that it can stand any amount of abuse without danger to the owner.

In trying to answer the inquiries of these well-meaning young people I have preached sermons on Success until I have used up all the texts there are and have covered the field so thoroughly that I am surprised that I have not been decorated with the ribbon of the Legion of Honor. I have often been pained to observe the mighty poor judgment shown by those who have the handing out of the Nobel prizes; even Roosevelt was remembered by those people, while I—but the subject is an unpleasant one and I will try to forget it; and then again the matter may have been simply overlooked and this slight reminder may be all that is necessary to fix things right. And then there is another possibility, the parties to whom I refer may believe that the prizes in literature should go to those who write about something they know something about, and in which they have had much experience, and who are thus in a position to pose as authorities. I can write on that sort of a topic, too, though I do not like to do it, for there are things in which one does not care to admit that he is an expert. But I can see plainly enough that there is no chance at all for me unless I play the game accord-

ing to the rules, and for that reason alone I am going to say something on a subject upon which I believe I am as well qualified to speak by the book as any man upon this globe; I am going to tell you how to fail.

It seems to me that the subject of Failure has never received the attention it deserves. In looking back over the works of ancient and modern writers, I find that this is the one thing they have passed over without notice, maybe because they wanted to leave something for somebody else, and not hog everything in sight, or maybe for some other reason which I am not deep enough to fathom. The prophets do not mention it, and I have looked carefully through the Bible and do not even find the word, much less any advice upon the subject. I cannot understand this for they used up every other text and got ahead of all succeeding generations by using up every idea that could enter into the mind of man—look at Noah with his scheme of ship building and his plan for a zoo, and Elijah with his flying machine. But when it came to Failure they simply skipped it, for reasons which, as I say, I am unable to fathom, unless it be that in those good old days there was no such thing, and people like Dr. Cook had business on hand which prevented their giving their attention to matters of this sort. This is one reason, of course, and another may be that the thing was as plentiful in those days as it is now, and they came to the conclusion that as everybody knew all about it there was no need for text-books. I think that this is the most plausible explanation that can be given, for I can find plenty of examples, and good ones, of failure in the Old Testament. Adam made the first real failure of which we have any accurate account and I have always had a grudge against him for making it. If he had not allowed Eve to join the suffragettes and vote on the apple question things would have gone much better for him and also for the rest of us. I often think of this when I have to hustle down town every day in order that I may be able to visit

the lunch counter. If he had only let well enough alone I should not have had to work, which would please me. However, he is dead and it is not good form to speak ill of the deceased.

But my experience with young people has been such that I feel that this dodging a subject which is filled to the brim with vast possibilities has been such a wrong to the human race that it ought to be set right at once; and as no one else seems to be willing to take hold of this subject I will do it. Of course I have known a good many people who have bent every energy they possessed toward making a first-class failure and who have furnished shining examples of what can be done even without advice, but perhaps they could have made a better job of it if they had been told how in the first place, instead of trusting to habits handed down to them from their dead and gone ancestors. Of course I am obliged (1,000 words).

Rewards

1st Prize—Choice of any \$2.00 or \$1.50 book in our list of publications.

2d Prize—Choice of any \$1.00 book in our list of publications.

3d Prize—Choice of any \$0.75 book in our list of publications.

4th Prize—Choice of any \$0.50 book in our list of publications.

10 Prizes—Choice of any \$0.25 book in our list of publications.

International typewriting contest rules will be used in grading the papers. The only formality to the contest to be complied with is that you get some one to sign a statement on your paper that the matter was written in the time you state. The contest closes April 15 and is open to everybody. You can practice the matter as much as you choose, sending in your best copy.

And please note this, that the papers are to be sent to the address of this department, 1123 Broadway, New York.



The "Secret Code" Contest

The Winners

1. Miss Louise T. Holman, Los Angeles, Calif.

2. Mr. Z. R. Farmer, Washington, D. C.

5. Miss Vera M. Davis, Shelbyville, Illinois.

3. Miss Rose McCormick, Columbus, Ohio.

4. Miss Emily C. Pearce, Clayton, N. J.

Honorable Mention

Mr. Wm. F. Oswald, New York, N. Y.
Miss Ruth Shaw, Seattle, Wash.

Miss Fairie Moffitt, Fremont, Nebr.

Miss Julia A. Brown, St. Johnsbury, Vt.

Miss Eula Putnam, Milford, N. H.

Miss Nancy Lawrence, Rockford, Ill.

Mrs. Nellie E. Sullivan, Burlington, Vt.

Miss Ruth Helen Crandall, Whitesboro, N. Y.

Mr. Arthur Wrigley, Elizabeth, Pa.

Miss Edith E. Stoneback, Fort Collins, Colo.

Mr. C. D. Dumbauld, Middletown, N. Y.

THERE was not much of secrecy left in Mr. Waldorf's "secret code" after the ingenious readers of this department had finished with it. No sooner had the announcement of the contest been made and the cryptic "copy" been printed in the Gregg Writer than translations began to pour in—I think if the contest had been held open another month the entire postal deficit would have been wiped out. As it was, Uncle Sam was made richer by

the sale of many hundred postage stamps.

Translations came from Europe and even far-away Australia, and although it takes several weeks to get a letter through from Australia, some of these arrived ahead of translations made in New York City.

One hundred and sixty-nine absolutely correct translations came in! By the process of elimination—throwing out papers that showed little defects here and there

—this number was finally reduced to about twenty-five. Then the real work of making a selection began. A business man who knows good stenographic work and an expert shorthand writer and typist were called into consultation with the editor of the department. All the "possible" papers were numbered, and the judges were asked to vote by number on the papers which in their opinion were entitled to first, second and third places. Two of the judges agreed exactly. Then two papers were found that were so good that it was determined to increase the prizes in order to include them. An "Honorable Mention" list was then arranged according to the announcement at the beginning of this article.

It was a great contest and undoubtedly afforded interesting, profitable recreation for all who took part. Many of the contestants hit upon the solution without any difficulty. Others worked it out mathematically, you might say. Some of the accounts of how the secret was solved are very interesting, but of course it is impossible to give all of them. Mr. Donato Gianguilio of Philadelphia, who, it seems, is an expert, tells his experience as follows:

There is one curious feature concerning my efforts to "wade through" the code and it is this—that after one whole hour's painstaking care to solve the thing letter by letter and after taking the trouble of placing each letter above each character of the code, I discovered something that would have made my work much easier. It was this: Mr. Waldorf used the very simple expedient of taking the letter next to the correct one as it appears on the typewriter keyboard, for the code.

He then goes on to say:

I will undertake to solve any "secret" code, the individual characters of which are always the same for the letters of the alphabet, pro-

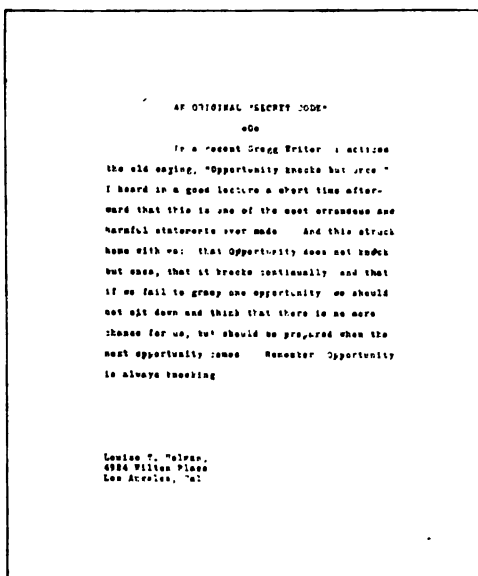
vided the code so written is divided into words (as in the case of Mr. Waldorf's) and it makes "sense." In other words, is in the nature of a message, or lecture with no attempt at abbreviation such as is sometimes used in telegrams. In the latter case it would be much harder to solve it as a good deal depends on the "sense" of the message written in the code. Another condition I would insist upon would be that the code be written at some length—not consisting of only a sentence or two, but comprising at least seventy-five words. In short, a code like that of Mr. Waldorf complies in every case with my conditions. On the other hand, I would not undertake to furnish a key to a code which had different arbitrary characters for each letter

of the alphabet—two or three or even more for the letter "e" and for several other frequently occurring letters. In other words, there should be one and only one arbitrary character for each letter of the alphabet, and each of these characters should invariably be the same when representing the same letter of the alphabet.

The matter written in cipher can be much more easily deciphered if it is written in a conversational "tone" and consists of fairly simple language. I have in mind an amusing experience along this line. About a year or so ago a friend of mine solved a "code" somewhat similar to the one in the *Writer* and was

rashly elated over his success. He said to me, "I'll bet you anything I can solve any cipher message that you could make up!" He made it a condition that I should represent each letter of the alphabet by a single arbitrary character, that I should space out the words and even punctuate the matter—but he forgot to say that it should be written in what I would call a "conversational tone." I thereupon wrote in cipher what was nothing more than an inquiry addressed to a grocer. It ran something like this: "Please let me have your prices on the following: Spinach, rhubarb, cinnamon, canteloupes," and I went on and gave a list of over thirty articles that are sold by grocers. It is almost unnecessary for me to say that my friend did not succeed in deciphering this matter.

It will be remembered that in Poe's



THE WINNING LETTER

"Gold Bug" the question of secret codes is discussed at some length.

For the benefit of those who take part in other contests some of the defects in the papers which had a decided bearing on their success or lack of success are mentioned. In the first place, the gravest fault found was the lack of appreciation of an artistic balance of the matter on the page. Wide lines were used and the matter was not set out in an attractive way. Then no heading or "caption" was provided. Headings were not centered; erasures were common; letters were struck over one another; the letter accompanying the translation was written on the same paper in some cases; the name of the translator was omitted in two or three papers; interlineations were made with pencil; the type was not clean; papers were improperly folded; incorrect spacing was common; translations were written on letter heads; headings were written in lower case letters instead of capitals; translations written on the typewriter on ruled paper; papers so placed in envelopes that they could not be removed without injury. Then one thing that should be printed in all capitals is that *several hundred of the papers were sent to the Chicago office*, when the instructions are plainly given at the top of each department in the magazine to send all communications intended for particular departments to the addresses there given.

An interesting feature of the contest was that a great many papers were hand written. This was rather odd, considering the fact that the correct translation depended upon the way the hands were placed on the keyboard. One of the best of these papers was that presented by Miss Evelyn G. Cutler, of Bridgeton, R. I. Other good pen-written transcripts were received from Miss A. Druyce, Sydney, Australia; Mr. E. L. Rawlins, Liverpool; W. S. Hughes, Charlottetown, Prince Edward Island; Connie Grainger, Newtown, Sydney, Australia; and Miss Gladys McEwen, Allenton-Ashburton, New Zealand.

Another striking feature of the contest was this—that by far the larger number of translations came from the fair sex. Is it that the feminine mind is keener in divining secrets. Isn't there a tradition that the inability to keep a secret is a failing of the feminine sex? In all cases where

an elaborate plan of working out the cipher was followed—it was done by the male mind!

We want to make a general acknowledgment to all who took part in the contest. Special acknowledgment was not made in each case on account of the extraordinary amount of stenographic work necessary to do it.

If anyone else has anything in the nature of a secret code, please send it in. We have several under consideration—one in particular that will undoubtedly require the exercise of much gray matter to work out. But it is a very feasible code—and an easy one when you learn the secret of it.

Contributors to this department are asked to send all communications to the Editor, 1123 Broadway, New York City.



Rules for Care of the Typewriter

A public stenographer furnishes the following rules for the proper care of machines:

Cover your machine at lunch and quitting time.

Keep it away from open windows on damp and rainy days.

The first Saturday in every month apply enough machine oil with a medicine dropper so that it may run into every working part of the mechanism. Wipe away the excess of oil. Every desk is supplied with a bottle of oil.

Clean the type of ink accumulations with a sharpened toothpick every Wednesday and Saturday before quitting time.

Insert a new ribbon every month.

If the alignment suffers, examine the rubber platen first, and if it is uneven and dented have it renewed.

Any serious defect in your machine should be reported at once, so that it may be repaired by a competent repairer.

This public stenographer has worked the same machine for seven years without a single breakdown, or a call on the repair man.—*The Gem City.*



An "Eberhard kneaded" eraser is the best to take finger marks from paper.—*Richard W. Cain, Little Falls, N. Y.*

Q's and A's

Conducted by Alice M. Hunter 32 South Wabash Avenue, Chicago, to whom all communications relating to this department should be addressed. Answers to the questions in this issue must be in our hands by March 15, and will be published in the April number.
An award of 50c is given each month for the best answer received on each question. Twenty-five cents each for all other contributions published.

Some of the Pros and Cons of Civil Service

16. I should like to see in a future number of the Gregg Writer what the readers think about Civil Service, and whether they would advise a young man to take up Civil Service or commercial work.

There are undoubtedly hundreds of students and stenographers, readers of this magazine, to whom the question of the desirability of entering the Civil Service work has appealed at one time or another. To these readers the discussions from those who have had actual experience in this line will be of greatest interest and value.

Mr. Ralph Newman, whose work under the government is in the office of the Chief Surgeon, Governor's Island, New York City, gives his conclusions as based on observation and experience as follows:

I am answering this question because I know something about the subject. I am now a stenographer in the War Department, was formerly in the New York City service, and am somewhat familiar with the other branches of the Civil Service through my friends in the Shorthand Club of New York.

Personally, I should not advise a young man to take a federal Civil Service position with the intention of staying in the service, for the reason that the opportunities for advancement are very limited.

If he intends to perfect his shorthand ability with the idea of eventually becoming a reporter, why then, he should, by all means, secure a Civil Service position. The work is largely routine, and will leave the brain in a better condition for evening study than work in commercial life.

If his ambitions do not lie in that direction, I should certainly advise him not to accept a Civil Service position, but to go into commercial life.

I am firmly convinced that there is nothing under the sun that will help a man advance in business faster than shorthand. He learns more about the business than anyone else in the place. He usually has the confidence of the "boss" and if he is the right kind of a young

fellow, there will be practically unlimited opportunities for him to advance.

Continuing this discussion Mr. Newman speaks of the salaries paid and opportunities for promotion in the Civil Service field.

Here on Governor's Island, there are men who have been in the service for more years than I have been in the world, and they are now earning from \$1,900 to \$2,000 per year. The highest salary received by any is \$2,000, and that is paid to but one man. Probably over ninety per cent of the stenographers and clerks on the island receive from \$900 to \$1,000. I am in not quite a year now, and am getting \$1,000, on which I started. I may get \$1,200 in a year or two more, but if I remained in the service all my life, I could not expect to ever make more than \$2,000 (and you may be sure that I do not intend to remain in all my life). In this office are the following with years of service and salary:

| | |
|---------------------------------------|---------|
| Senior (Chief) Clerk, 12 years..... | \$1,600 |
| Stenographer and Clerk, 10 years..... | 1,400 |
| Messenger, 5 years | 720 |
| Enlisted man | |
| Myself (Stenographer) 1 year..... | 1,000 |

No one in the office ever expects to receive a larger salary, no matter how long he remains.

This position will serve me until I receive a better one. I am now on the New York State list for a position paying half as much again, and am studying for the C. S. R. degree that we have in New York.

Mr. Paul T. Hoffman, whose experience embraces both commercial and Civil Service work, writes in favor of Civil Service:

Having had experience as a stenographer in both commercial work and under Civil Service jurisdiction, I do not hesitate to recommend Government work to any stenographer. I have many advantages which commercial work cannot offer. The hours are shorter, the pay more liberal, the supervision more lenient, and the work of a peculiar nature which gives the stenographer a great deal of experience in general work, thus increasing his vocabulary and general experience more than the average commercial work does.

The short hours and easy work give great opportunities for self-improvement out of office hours, which Government stenographers, as a rule, utilize to the limit.

In addition to these features, the positions are absolutely permanent, except where the stenographer's ability makes that impossible.

Taking everything into consideration, Government work is better for the stenographer than the ordinary commercial work, and the enormous scope which the Government covers makes the possibilities for advancement unlimited.

The value of the Civil Service appointment in Washington, D. C., as an opportunity for further education is brought out by Mr. H. E. Kemp, High School, Decatur, Ill.

If a young man wants a better education than he has, it matters little of what kind or nature he can get it in the city of Washington at a comparatively small cost and while he is working and earning a good salary. Several good universities in the city offer almost any course of study a young man or woman may want, and have their hours for recitations and classes arranged either in the morning or afternoon or evening, that is either before or after working hours of government employees. Here then there is no real excuse for a young man to be without an education, and many hundreds of them are availing themselves of this opportunity. If, after a year or two, he feels that he would rather get out of Civil Service, the education he may have taken the opportunity to get in some school in Washington will not be amiss in whatever he undertakes after leaving Civil Service work, nor will the training and experience he has gotten in the Civil Service work be anything but the most valuable to him in securing and doing commercial work.

We recently heard from Mr. Joe Lowenthal of Washington, D. C., a young man who seems to be making the most of educational opportunities that the city in Washington offers. Mr. Lowenthal is a graduate of the commercial department of the high school at Muscatine, Iowa, and is now holding a stenographic position under the government in Washington. This winter he is studying Latin and as soon as he is able to qualify for entrance he expects to take a full course in one of the dental schools of the city.

Mr. J. A. Williams, Official Court Reporter for the Fifteenth Judicial District of Iowa, is an example of how a Civil Service appointment may lead to better things. In discussing the possibilities of government service before the G. S. A. Convention of 1909, Mr. Williams said:

I took the Civil Service examination five years ago and secured a position within four weeks after the examination had been held. I immediately went to Washington and began work there in a small bureau, the Signal Corps of the War Department. I had five offers of appointment, ranging in salary from \$75 a month to \$100 a month. I accepted one of the lower salaries because I liked the department. Some of the departments are a great deal better than others; in some advancement is more rapid than in others. I was there just two months when I received an advance of \$100 a year, bringing my salary to \$1,000. In the spring I received another promotion and in the fall another, of \$200 each. I just mention that as an example of promotion from the money standpoint.

The educational advantages are further emphasized by Mr. Williams:

The object of going to Washington, as I see it, is to get an education. I went down there, primarily, to study. I never thought of the money consideration. There are three universities there and their courses are so arranged that one can take them after the office hours; that is to say, school commences at five o'clock and lasts, varying in different schools up till nine o'clock. They have all the collegiate courses and the specialized courses. I took the law course while I was there and completed it. As soon as I had finished I began to cast around for a good opportunity to get away from Washington, because I do not think it a desirable place for any one to spend all his life in. Washington is a beautiful place to live, and the possibilities of the service are almost unlimited in the way of salary if you like that life, but it is just like railroad work or commercial work of any kind—you are liable to get into a rut and stay there all your days. I looked at it from the standpoint of education. If a person wants to get an education there is nothing like departmental service. You can get an education at the people's expense; it does not cost you anything. You can save just as much money there and have as good a time as you can any place in the world.

Answering the argument that Civil Service gives no opportunity for initiative, Mr. Williams says:

Taking it all in all, from the educational and experimental standpoint in the department, I don't think there are many places where one can get as wide and varied an experience as in the government service. Of course, you have to do things in a set way; that is, you are limited; you don't have freedom of work or the chance of using your own judgment as to the arrangement of your work. For instance, in writing letters you have to follow the style used in that particular bureau, and you have to work within these limitations.

As to preference being given to older employees with political friends:

There are two classes of employees in the departments, the first is a class that was blanketed in before Civil Service became effective. The old fellows are still there. They hold the best positions and as there is no limit to the service if the work is done satisfactorily, they can stay until they die. These men hold the best positions and do comparatively the least amount of work. The younger fellows do the work.

What Mr. Williams has to say in regard to the best time of the year for appointments may be of interest to readers who are contemplating going into this line of work:

Yes; I would call attention to that point. There are a large number of vacancies in the government service at the end of the collegiate year—in May and June. The men get through their courses, resign their positions, and go back to their homes or where they wish to locate. That is the reason there are so many vacancies, and usually most of those vacancies occur along in the early summer. So if you have your students take the spring examinations they are more likely to receive appointment than if they take the fall examination and they are also more likely to get high-grade positions.

In answer to a question as to the basis on which promotions are made, Mr. Williams' answer is:

Of course, in my own case I thought it was entirely on merit. (Laughter.) I have seen promotions made that I did not think were made on merit, but as a rule they are made entirely on merit. That is my observation in the various departments, especially in the Post Office Department, in the Department of Commerce and Labor, and in the Treasury Department.

Another brilliant example of what Civil Service may mean as a stepping-stone is found in the case of Judge Carl A. Davis, of the Third Judicial District of Idaho. Judge Davis' story, told in his own words, was given in the *Gregg Writer* for August, 1910. At that time Judge Davis was state senator from his state and practicing law at the state capitol at Boise.

To acquire a law education I had first to qualify myself to make a living during the time I would have to study law, as I had no reserve capital whatever. To accomplish this I enrolled with a business college that taught one of the Pitmanic methods, but after about six weeks' work became discouraged and changed to another school where Gregg Shorthand was taught. Within five months after beginning the study, I took a civil service examination for stenographer and typewriter and soon afterward was appointed to a position in

the Navy Pay Office at Seattle. Being unable to secure a transfer to Washington, D. C., where I wanted to go to study law, I resigned from this position and returned home to Idaho, but within a few months applied for a reinstatement, and thereupon was sent to Washington, as I had expected to be. I worked for a short time in the Navy Department, but preferring employment where I could have some experience in law, I soon secured a transfer to the Bureau of Corporations, in the Department of Commerce and Labor, during the time that James R. Garfield was Commissioner of Corporations.

I was in the Government service about three years, and in that time received seven promotions, serving as Assistant Chief of the Stenographic Division of the Bureau of Corporations for some time, in which capacity I frequently had charge of from ten to fourteen stenographers.

This is, in brief, the record of my experience as a stenographer. I resigned my position in the government service to return to Idaho to practice law, having secured my degree of Master of Laws and admission to the Supreme Courts of Idaho, the District of Columbia and the United States.

Basing my judgment upon my experience and observation, I am firmly of the opinion that any healthy, energetic young man who desires to secure an education in either law, medicine, engineering, diplomacy, or the other professions can readily do so in Washington and pay his way by becoming a stenographer in the government service. I also firmly believe that stenography itself as a profession is much more remunerative and satisfactory than any other not requiring many years of special and technical preparation. Young men are in special demand. I speak with all authority when I say that it is impossible for the government—and other employers as well—to secure enough competent male stenographers to fill the positions on their list. But to do well one must be competent. The great objection made by the government, and employers generally, is that the majority of so-called stenographers are not really competent.

As a means of training the mind to quick, accurate thinking, there is nothing equal to stenography, and I often wonder why capable educators continue to teach young students ancient languages and other obsolete branches, when it is possible, with far less effort, to give the boys and girls a profession the practical value of which will be a thousand times greater.

At the next election Mr. Davis was elected District Judge and through Mr. Gregg's recommendation appointed another Gregg writer, Mr. George Niklaus, his official reporter at a salary of \$2,500 a year and expenses. In discussing his work before the G. S. A. Convention of 1911, Mr. Niklaus, in referring to Judge Davis, brings out the fact that in the chair of this district shorthand has a place.

The instructions of the jury are written out in our court and given to the jury with the exhibits in the case. It is a statute requirement that the instructions be written out. The judge in our district is a Gregg writer, and he writes a great deal of this work, including instructions to the jury, in shorthand and hands the notes to me to write up. Of course, this makes the work much simpler.

Mr. Chester L. Finch, an employee of the United States Department of Agriculture, located at Oklahoma, Oklahoma, writes in favor of Civil Service work. He especially emphasizes the short hours and the opportunity afforded for home study.

An interesting contrast to these recent experiences is that of Mr. Irving B. Cobleigh, Vermont Business College, Burlington, Vt. Mr. Cobleigh left the service ten years ago and we are of the belief that the conditions as he outlines them will not be found in any of the departments to-day. It is only fair to our readers, however, to show up the other side of the question and his story is so well told that we are especially glad to give it a place.

In 1890 I was appointed "clerk" at a salary of \$1,000 in the Bureau of Pensions. The first morning of my service I was handed a printed circular which emphasized the uselessness of appealing to political friends for promotion, as promotion would be made on merit and that alone. I was pleased, for I did not know a man in Washington.

As a farmer boy and country teacher it had been my custom to dig into problems and master them. I did the same in Washington. At the end of two years I had some skill, but had received no advance in salary. I was put in charge of a temporary job with thirteen men under me. Three of these men drew \$1,400 each, and another drew \$1,200, yet they were subordinate to me!

One of the \$1,400 men had been appointed at the same time as I. He was 72 years old, had never done any clerical work, and was useless though willing. He had been twice promoted, possibly because his daughter was the deputy commissioner's wife! Another of these \$1,400 men had been connected with the bureau for over twenty years; it seemed marvelous that a man could have been so long connected with the Bureau of Pensions without absorbing more knowledge of its workings. The \$1,200 man was a politician whose time in office was spent in yawning, (he was an expert in that) and out of hours in procuring transportation for the voters of his party at the coming national election.

With such subordinates I was supposed to do a rush job on new work. I was becoming disgusted.

The national election came; it was a political landslide in favor of the "outs." Nobody was

thrown out of office, for that would violate the Civil Service law. The salaries were transposed; the "victors" were promoted, the "vanquished" were reduced in salary. I saw nothing in this to induce loyalty to my position.

Washington has excellent educational facilities; all are planned to accommodate the government clerk. Among my acquaintances were many law students; practically all were admitted to the bar, but never practiced. They will not leave a sure salary and an easy job for the uncertain earnings of an obscure lawyer. I have been corresponding with one for twenty years; he is always "going to resign." I rarely saw a contented young man in the Civil Service. I never knew an old man in the Civil Service who wanted his son to follow in his steps.

In 1893 I resigned. I am glad to have had "inside knowledge." I am equally glad to be again on the outside. I would not advise any young man to bury his ambition in the combination of red tape and political "pulls" which will kill off even so good a man as Dr. Wiley.



The Postal Card in Business

17. Give the rules, if any, as to when a postal card should be used; the arrangement of the matter on it with the date; the address or salutation, how and where arranged; the complimentary closing, when used.

A consideration of the legitimate use of the postal card is worthy of the attention of the stenographer. It is apparent that in the course of a year's business the saving effected in substituting a postal card for a letter would be a considerable item in a business of any size. As with all good things, however, the postal card has its place, and the use of one when a letter is essential is a serious blunder. Mr. Ralph Newman believes that the postal card is infrequently used by business houses. He says:

During my experience, I have never found any "rules" in regard to the use of postal cards. In fact, I have never worked for a firm that made use of postal cards at all (and I have worked for quite a number) except one. That was when I first started out as a stenographer. It was a small concern, and even there they were only used to acknowledge receipt of orders and to give advance notices of salesmen's trips.

Postal cards are rarely used in business correspondence. When they are used the date should be put in the extreme upper right-hand corner, and the salutation should consist of nothing but "Gentlemen," "Dear Sir," etc.

Mr. Samuel J. Bradfield, Decatur, Ill., gives several instances of the correct use of the card in preference to a letter.

The postal card may be used in confirming orders, either telegraphic or written. Requests

for catalogs, for printed matter or information may well be made by postal card.

Another contributor suggests that notices of meetings are usually sent by societies and organizations by card and that this method cuts their postage bills in two.

A "double post card" costs no more than a letter and is much more sure of a reply since the return side is addressed ready to return and no return postage is necessary. Many firms secure much valuable information in regard to customers, prospects, addresses, etc., and keep this up-to-date by the sending out of double cards.

Rules for writing a card are given by Mr. H. E. Kemp:

Practically all the rules applying to the writing of a letter will apply to the use of postal cards. The arrangement of the matter will be about the same; the address and the salutation in their arrangement as to place and form, and the complimentary closing, will be much the same as in a letter.

Mr. Kemp also quotes from texts on commercial correspondence the following:

Write a short letter or a card to a busy business man; and an indifferent man on whom you want to make a sharp impression; a person who has written you about a trivial matter for which he cares little; a man who wants only a record of a piece of information, a person who needs only the slightest reminder of something he has forgotten or overlooked.

A postal card with a statement of account written thereon, or a legal notice that taxes are due, or about to become due, may be transmitted in the mails when such statement or notice does not contain anything reflecting injuriously upon the conduct or character of a person, or a threat of any kind, or any other matter forbidden by law.

Mr. B. S. Barrett of Brooklyn, N. Y., has formulated a number of rules for using postals which we are glad to quote in full:

Write the name and address on the side of the card indicated by the printed words "This side of Card for Address only." Write them before writing the message, so they will not be forgotten, in which case, the postal card can not be delivered, and write nothing else on that side of the card.

Write the date, salutation, message, complimentary closing and signature on the reverse side of the card, in the same way, and in the same order and positions, relatively, as they are written in a letter. The "address" having already been written on the side of the card appropriated for that purpose, need not be repeated on the "message" side of the card.

The margins and spacing must, necessarily,

depend on the amount of space required for message. If it is crowded, the margin should be small, and the matter be single-spaced. If a notice to attend a meeting, etc., requiring only two or three lines, the margins may be wider, and the matter double-spaced. Follow "Printer's rule," so as not to leave unseemly spaces. Use judgment and good taste in this matter. The signature may be written with pen or typewriter, or it may be stamped on with a rubber stamp. The rule that all matter on a post card should be single-spaced is an exceedingly bad one.

Mr. Barrett closes his contribution with suggestions as to what should be done if the card be found too small for the entire message:

If you should find when you reach the last line, you are unable to get all the matter on the card, there are three methods to be pursued. First, tear up the card and write a letter; second, write another postal with the remaining part of the message on it, and enclose both in the same envelope, and, third, write the message on a shingle and send it by express!



On Training the Third Finger

18. Can some one suggest an exercise or practice to strengthen the stroke of the third finger, so that in striking the keys assigned to this finger, the impression will be even and clear, and not of a lighter shade than letters struck with other fingers, and still keep the fourth finger in its proper position?

In discussing this question Mr. H. E. Kemp suggests:

A very useful and practical exercise that I have found by experience to strengthen the stroke of the third finger is to make a list of words, each of which contains at least one of the letters in the columns operated by this finger, and practice on these words a while every day, keeping in mind to strike the keys with the third finger more forcibly than the others. In this way one soon forms the habit of unconsciously striking the keys in these columns harder, and after a while it becomes automatic or reflex, and he will be surprised to see how uniform the strokes will be. It really doesn't matter who the operator is, or how much typewriting he has done. I have found the plan to work out very nicely and satisfactorily with beginners, as well as with persons who had operated the typewriter for a year or more. If five or ten minutes every day is devoted to this practice, it is surprising to note the progress.

The Third Lesson in *Rational Typewriting* is devoted to the training of this finger and the following words are given as affording valuable practice material:

| | | |
|-----------|---------|---------|
| excellent | oiled | limits |
| molecule | follow | nullify |
| slowly | soils | exiled |
| exertion | wild | exert |
| slouch | clothes | twill |
| sweetly | million | twist |

In the excellent series on "How to Change to Touch Typewriting," which appeared in the Gregg Writer, Vol. XIII, Mr. SoRelle takes up this problem in Article III. Touching on the difficulty of training this finger, Mr. SoRelle says:

Many typists experience a little difficulty in using this finger at the beginning, but this is natural. You will find it especially difficult to keep the little finger in position and strike the keys of the third division. But it is worth the little extra effort needed to learn to do this, although later in your work there will be less need of keeping the little finger anchored to the guide key. With some operators the striking of a key with the third finger seems to excite a reflex action that causes the little finger to fly up into the air. Concentrate your attention on this for a time and the difficulty will disappear. The object of this drill of learning to hold the little finger in position while striking the third finger key is to cultivate independent finger control, without which an adequate technique is impossible.

Several short sentences are given for practice with instructions that each is to be written perfectly at least ten times:

This would not be true here. Exert yourself to do correct work. The freight cost should be lower. Bring the bill with you. This is in excess of the number.

Prices for Abstracts

19. Is there a regular schedule of prices for writing abstracts? If so, would it not be fair to make a slight additional charge when one is obliged to copy from writing which is almost illegible? Please answer, stating reasonable rates.

Only one authoritative answer has as yet reached us on this question. This comes from our friend, Mr. H. E. Kemp of Decatur, and is as follows:

Most abstract offices maintain a regular schedule of prices for making abstracts. Most abstract firms are members of state or national associations of abstractors, or of both, and therefore their prices are largely uniform, or nearly so. This information was received from the abstract office of one of the largest of such firms in one of the states of the middle west, and, I think, can be relied upon.

The usual charge is from 50 cents to 70 cents per folio, although lately there has been

some agitation to put the price up to 80 cents or 90 cents per folio.

There are many cases in which abstract firms are obliged to copy from old records where the writing is usually in longhand, is old, almost illegible, and is in such a condition that there are only a limited number of people who are able to read it. In such cases the abstract firms charge a much higher rate, for often they are obliged to engage the services of persons who are especially fitted to do such reading and transcribing, and the cost of whose services is high.

Question 20 is being held over on account of lack of space.

Referred for Answer

26. What class of positions affords the greatest opportunity for doing outside work, and are employers usually willing for their stenographers to do such work during office hours?

27. Is it proper to make corrections, by erasing, etc., in actual office work; and what is the general opinion of employers in regard to such matters?

28. What is the proper salutation to be used in addressing the following: The Woman's Home Missionary Society; the Agard Deaconess' Rest Home; the Y. W. C. A.

29. Which is the correct form "moot question" or "mooted question"? I have seen both forms used and am in doubt as to the preference.

30. Will you list ten famous books which in your opinion every stenographer should read, not as a matter of information but for vocabulary building and general culture?

Shorthand Useful to Everybody

Since the world has been acquainted with the use Woodrow Wilson makes of shorthand we shall doubtless have many professional men considering the advisability of learning it. As a matter of fact, it is an art easily acquired and one that can be made very useful by men in many lines of business and the professions. It is taught, we believe, in some of the secondary schools of Baltimore, and there is an opinion in some quarters that it should be made a part of the regular curriculum of the elementary schools, so that all might learn it.—*Baltimore Sun*.

The Reporter and His Work

News and Suggestions of Interest and Value to the Shorthand Reporter. Conducted by Fred H. Gurtler, 1018 City Hall Square Bldg., Chicago, to whom all communications relating to this department should be addressed.

From Novice to Adept

[NOTE: This is the first installment of a serial article in which the writer will aim to cover the steps of advancement from the time a stenographer leaves school until he reaches the reporter's chair. This is an excellent time for all those looking in the direction of becoming shorthand reporters to start practicing and to adopt such of our suggestions as will be particularly applicable to the problems they have to solve. If at a later date they decide not to become court reporters, the practice they have obtained will be of great value to them because of the increase in shorthand speed, to say nothing of the cultural value to be derived from such training. The editor of this Department will be pleased to have readers of these articles submit any of their shorthand difficulties, in order that they may be discussed in these columns for the benefit of others who are possibly trying to solve the same problems.]

ASSUMING that you have completed your shorthand course in the business college or high school, and that you have an ambition to become an expert shorthand writer, the first question to arise will naturally be, How can I go about preparing myself for this work? Up to the time of your being graduated from your school you no doubt have read and observed, at least in part, many of the valuable suggestions that have been made in the Learners' and other departments of this magazine. If you have followed these and have worked earnestly, you have probably already gone far on the road to reportorial skill, and that which is said in this article will be in the nature of a review.

Elements Involved

Let us take the two extremes and see what we can learn by comparison. You realize that you are an amateur at shorthand writing; but your ambition is to become an expert. Let us get a clear conception of what an expert is: an expert is one who is skilful in his business through practice and experience—much more skilful than the ordinary writer. It is this greater skill that distinguishes the "expert" from the average writer. The average writer is satisfied to do his work as well as Jones or Smith, or somebody else, who just manages to get along, is able to

do it. The expert is not satisfied until he can do his work so well that it puts him in a class by himself. And that is the kind of work that pays, and pays big.

Shorthand of itself is different, perhaps, from any subject you have ever tried to master in that it requires a *special* and *different* effort to become skilful in its use. In order to make shorthand of value, the shorthand forms should first be theoretically correct; every outline must conform to well-established principles to make it available for real expert work. And it will be just as well to say a word or two here about system. In working out the details of a shorthand system the author enjoys an advantage that is not possible to the ordinary writer. He has the opportunity for research, and his work embodies the experience of perhaps hundreds of thousands of writers who have put it to the test of actual working conditions. You can accept his conclusions with absolute faith in their practicality and in their soundness.

And this is a point that should be emphasized now before we go farther, because it is at this point in many young stenographers' careers that they are led into very deep water, into channels that are extremely dangerous. Reaching a point where they can take dictation fairly well and not being able instantly to gain the *speed* they think they ought to have,

they jump at the conclusion that something must be done with the shorthand system itself: new wordsigns must be added, forms must be shortened, special phrases must be memorized—when all the time the difficulty is that the principles they have learned have not become thoroughly familiar to them. The trouble lies not in the principles themselves, but in the lack of practical familiarity with them. In other words, they have not become "expert" in the use of the materials with which they are trying to work. This familiarity comes only with *use*—not with a merely theoretical knowledge.

The Beginning

Within the short period that you spend in school you can only learn shorthand well enough to use it hesitatingly; in other words, as a novice, or beginner, you have to think out the individual characters that make up the entire word. This we will call the "elementary" process of writing shorthand. It is a very necessary and indispensable step in the journey toward skilful application of theory, toward the unhesitating, automatic and rhythmic execution of outlines that distinguishes the "expert" from the novice. This suggests the familiarity with the principles of the system which is the true beginning, the basis of speed in shorthand.

There are so few rules in Gregg Shorthand that you ought to find it easy to commit their application to memory. Your whole success as a writer rests upon your familiarity with the word-building principles—the principles presented in the text-book. It goes without saying that if you really understand these principles, really know them, you will not have much difficulty in applying them. But really knowing them is quite different in actual practice from being able to apply them *instantly*. You may know them well enough to be able to apply them with 100 per cent theoretical accuracy if given plenty of time. But to know them so well that you can apply them without hesitation requires much practice.

Why the Expert is Well Paid

You are serious, of course, in your endeavor to become an expert shorthand writer, and it is hardly necessary to sug-

gest that all your practice should be done in a painstaking and intelligent manner. Even then, don't expect too much at the beginning. If it were easy to become an "expert," the woods would be full of "experts" and there would not be adequate reward for the expenditure of the sterling effort that is now required. It might be somewhat of a gratification to do well what the majority can do, but it would not be a paying accomplishment.

If expert shorthand writers were plentiful, the supply exceeding the demand, it would not be a profession that would be attractive as a means to an honorable livelihood. It would be just as valuable, so far as the world is concerned, if everyone were able to become an expert with but little labor; but there would not be either the satisfaction of superiority or of reward that is now in it.

Time Required

Whether or not you will do the required amount of practice to become a court reporter within six months or two or three years is a matter for individual decision. Not all of us are fortunate enough to be able to lay aside everything, to give up working for a living, and devote ourselves exclusively and strenuously to the mastery of this "lithe and noble art." But that should not be a discouragement to anyone. We will assume that for personal reasons you cannot lay aside everything else for shorthand, and that you will have to hold a position and spend about two years or more as a commercial stenographer while preparing yourself for reporting work. Our suggestions will be planned to fit this condition, but they can be adapted to whatever time and energy you can devote to study and to practice.

How to Practice

To practice in the wrong way is almost as bad as not to practice at all. You should make some regular program of practice and stick to it. Even if this is only for a brief period each day, it should be regular. Regularity is an important factor in the training. The next step to be considered is what the practice shall be.

At first, devote at least one-third of your practice time to work on the wordsigns. Manual phrases and vocabulary words,

beginning at slow speed and increasing it as rapidly and as often as good writing will permit. The "forcing" of speed should be approached with care. Some practice, however, to force you out of a set pace will be necessary, and this will always be accompanied by a loss in the accuracy of your outlines. Only a limited amount of this kind of practice should therefore be indulged in at first. The speed should not be so great as to prevent your making *fairly good* notes. A jump of five or ten words a minute is reasonable, and can possibly be effected without shattering the notes. If you have one hour to practice every day, devote twenty minutes to this phase of practice, taking twenty or thirty word-signs for a period of six consecutive days, for example, and practice for style, size and speed. The object to be sought is to get your hand to execute these automatically and *accurately*. Five minutes of the twenty-minute period should be devoted to writing the words and phrases just as rapidly as you can execute them legibly. Be careful to go over the notes and observe the changes that are brought about by the pressure. Time your writing and force yourself to execute the forms a little faster from day to day. You cannot increase your speed without *forcing* yourself to do it. You will need to bring into use all the ability you have gained through practice and experience. Whenever the effort to go forward relaxes you begin to go backward. Enough accurate, slow work should be done every day, however, to afford a proper balance in your work.

Effect of Repetition

What is the result of this sort of practice? It develops hand movement, manual dexterity, care in execution, and what is of very great importance, it makes you *think* faster. Your success in it inspires you to greater efforts. It prevents you from drawing the shorthand characters, from making useless "air strokes" and from unnecessary pauses at the end of each word or phrase. It develops confidence in your own ability. It stimulates your ambition.

Avoid Sluggish Practice

Sluggish and desultory practice is to be scrupulously avoided on all occasions. You

will be better off to skip a session of practice than to do your work in a haphazard, indifferent manner, but you are not to use a slight indisposition as an excuse from practicing.

By providing for a special time for your practice each day you will be able to do much better and more work at this time than at others. You will find yourself more in tune with the spirit of the work. It will soon become a habit. As the time for your practice approaches you will feel eager for it, much as you are ready to eat when the meal times come around—not so much because you are actually hungry, but because it has become a habit.

To get the most out of your practice you must be thoroughly "energized." There must be enthusiasm in it; you must put your heart in the work. The psychological effect of sluggish practice is very depressing, and for that reason, if for no other, it should be avoided.

Getting up speed in shorthand is at times like swimming against the tide, requiring much energy, determination, stick-to-it-iveness—and an utter lack of comprehension of the word "failure."

Definite Application

In order to make these suggestions really worth while, suppose you resolve now—and begin at once to act on your resolution—to make a thorough review of the Manual between now and the next installment of these articles. And in your review remember this: that you do not know a thing simply because it seems familiar. Because you have been over the work before, perhaps several times, and the pages and the various principles look familiar to you, do not draw the conclusion that they *are*. Make a practical test of each of them. Be *sure* it is familiar. More than that, be sure that you are gaining the necessary technical skill in the application of each principle. Rapidity in the application of principle is as necessary as theoretical familiarity. Dictation on each principle is just as essential as a study of it. This fact must be borne in mind always, that in practical work with shorthand the words come to you through the ear and not through the eye. Hence it is

important that you get as much dictation as possible in order that actual working conditions will be as nearly duplicated as possible. Of course it is necessary to study the principles. You must get the

correct ideal of forms and proportions through the eye. That is the first stage. The second stage comes in being able to recall these forms with precision from the spoken word.



How an Official Court Reporter Reached his Goal

YOU have only to look at the face of Mr. R. G. McFarland to see that there is something about it that indicates that when obstacles get in the way of his accomplishing something he has set out to do, it will be all the worse for the obstacles. Hence it is not surprising to find him occupying the chair of official stenographer of the Fifth Judicial District of North Dakota, and that he has found time in the meantime to prepare himself in law, pass the examinations and be admitted to the bar. And it was no easy road that he traveled, either. But let him tell the story himself—although he modestly says that he would much prefer to have someone else tell it:

I was born of Scotch-Irish parentage in a log hut in Iowa in 1880. My early education was begun in the country school house two miles distant from my home at the age of nine. I attended this school six years, with frequent interruptions, as the exigencies of my family and the necessity for my services on the farm would permit. In my sixteenth year I left home with but little money, and after teaching school a while, entered a normal school and graduated in 1901. Afterwards I entered the Des Moines (Iowa) Law School, from which I received the LL. B. degree in 1904. I was admitted to the bar of North Dakota in 1905 and was actively engaged in the practice of law before all the courts of the state until August, 1911, when I accepted the position of official stenographer of the Fifth Judicial District of North Dakota.

It cannot be said that it was on account of failure of success at the bar that I took an appointment as official stenographer. It had long been an ambition with me to become and perfect myself to be an accurate reporter, and

the appointment as official stenographer gave the opportunity I had long sought.

Shorthand Paved the Way

It was through dire necessity—that mother of many good things—that I undertook the mastery of shorthand, for it was to become the means of securing a livelihood and the completion of my legal education. In 1901, during my vacation from school and while employed in the harvest fields of South Dakota, I began the study of shorthand at spare moments.

During the winter, at such convenient times as I could spare from my law work, I took shorthand lessons from Mr. H. L. Lady, of Highland Park College, Des Moines, a most efficient instructor of Gregg Shorthand. I was making the law my first aim at that time and continued the school work in shorthand but four months.

In 1902 and 1903 I was employed by Hon. Emlin McClain, Chief Justice of the Iowa Supreme Court, a law text writer of considerable note, and engaged in general stenographic work when the opportunity offered. My first reporting was done in 1904 during the political campaign. From 1905 to August, 1911, I at times reported in court, at cor-

oner's inquests, and in investigations of various sorts when other reporters could not be secured. From the reporter's standpoint probably the most important case I reported was that of *Waterman vs. Soo Railway Company* in 1911. The action was based upon personal injury—traumatic neurosis and general injuries—of the plaintiff, and recovery was had for \$25,000. Ten expert medical witnesses, and some nerve experts of national reputation testified. The technical nature of the work made it very difficult to handle.

An Extensive District

As the official stenographer of the Fifth Judicial District Mr. McFarland has no

MR. R. G. MCFARLAND

Mr. McFarland's Notes

(For key, see page 339.)

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easy task. The district covers eight counties—a territory that is more than 300 square miles larger than that of the states of Rhode Island and New Jersey combined, and contains a population of more than 100,000 inhabitants. There are sixteen regular terms of court, two in each county, provided by statute to be held each year. His court has original jurisdiction in all matters in the district involving the title to real property, and concurrent jurisdiction with all other counties in matters of value from one cent to the limit. The result is that an almost continuous session through the year is necessary to handle the business.

The Reporter's Qualifications

Mr. McFarland has some very definite ideas on what a reporter's qualifications should be, outside of his technical skill. He says:

The one idea should be an *accurate record*. The effort must be made sufficient to get such a record, regardless of how great it may be. A physically strong body and an active mind are necessary requirements. The reporter must have temperate habits and get sufficient regular exercise to keep the body and nerves strong.

Proper tools with which to work are a prerequisite to the best results. I use a good grade of clean, smooth paper, a light, cork-tipped penholder fitted with a No. 1 Spencerian pen, and an open inkwell completely filled with vegetable writing fluid. I dip the pen over the side of the inkwell.

Why the Reporter Should Receive Better Pay

That the reporter should receive better pay is the firm conviction of Mr. McFarland, and he supports his belief with a very able argument in favor of it.

It is claimed in certain states that the court reporter receives unreasonable compensation for his services. He does—but it is unreasonable because of its inadequacy. Such charges usually come from certain members of the bar who object to the expense of transcripts in appeal cases. They seldom, if ever, are advanced by anyone who has had practical experience in reporting. An efficient reporter is one of the all-important requisites to the trial of an action or an investigation where rights to property, to life, or to liberty may be in jeopardy. The court, the attorney, and even the witness may forget what has transpired, but the reporter must make an accurate record upon which in many instances the matter involved is to be finally determined.

The Reporter Must Have Special Qualifications

The reporter unquestionably should receive pay in accordance with the importance of his work and the skill he displays in performing it. I believe there is hardly any other work that requires greater skill, more thorough preparation, and that imposes a greater strain both mentally and physically, than that of reporting. The muscles of fingers, hands and arms must be accurately trained to perform the severe task imposed upon them without hesitation and for long periods of time. The reporter must possess a wonderful degree of concentration. He must have a steady nerve, a clear, alert mind, and the power of quick discrimination. The work in court is often technical and fast and the hours of labor long.

The Reporter's Problems

In addition to these qualifications the reporter must possess a trained ear to hear aright the many variations of pronunciation, of dialect, of accent. He must have an eye capable of accurately observing the things going on around him, for his record is composed not merely of what he hears but also what he sees. He must know something of nearly every human enterprise, because it is impossible to report accurately without understanding, and the cases in court run through the entire range of human activity and experience. He never knows what is coming; he must be ready for anything. In one case he may have to report the testimony of expert medical witnesses who delve into the minutest intricacies of the human anatomy or of disease; the testimony of distinguished alienists trying to prove sanity or insanity; the testimony of an expert in electricity, mechanics, chemistry, or any of the other practical sciences; or the testimony of a financial expert, an architect, an engineer or an expert in any division of human endeavor in our modern complex society.

Much Preparation Required

Necessarily the preparation for such work as this, where the vocabularies must be mastered and something more than a superficial knowledge of the arts and sciences be known, requires a great deal of time and labor on the part of the reporter. He is required to make accurate reports of all these matters without notice or the opportunity for previous special preparation. His work takes him rapidly from one scene to another in this broad and limitless field. In order to be expert, in order to perform efficiently the service required of him, he must study and investigate all avenues of thought and learning. His work in preparation for his professional services is never ended. It is useless and unfair to say that a reporter equipped to do this sort of work should not be paid fully for what he knows as well as for what he does.

The Reporter's Responsibilities

The judge upon the bench may have a limited knowledge upon certain subjects with reference to which he is called upon to apply the law. He has only to rule and apply the law to the facts as presented to him. If he makes a mistake it may be corrected in a higher court. But the reporter's record is a thing that cannot be changed; it is there for or against him—and those involved. Counsel, whose duty it is to assist the court in the presentation of the facts and the law applicable to the problems under consideration, have ample time to prepare themselves to meet the particular demand made upon them by the court and clients. The reporter has had no notice of the transaction, has had no time in which to prepare especially for the occasion. He labors unceasingly at his task. Oftentimes he is forgotten and unnoticed during the heat of the trial, the fervor of argument of counsel, examination of witnesses by rapid fire questions, the objection, the ruling, the exception, each coming in rapid succession. He is straining every nerve in the performance of his duty. One word, one objection, one exception omitted or inaccurately reported may mean life or liberty or the loss of property.

Is the reporter not an important factor in the proceeding? Is he overpaid for his work? His responsibility is as great, if not greater, than that of the judge on the bench or the attorney at the bar. He should receive compensation in proportion to his duties and his responsibility.

Raising the Standard

Mr. McFarland is strongly in favor of encouraging the fraternal spirit in the reporting profession and working for the

establishment of the profession on the highest possible plane. He says:

As exponents of Gregg Shorthand we should feel as friends and brothers wherever we meet. We are entitled to, and do feel that we have the best and most practical system. Let us, however, not be selfish, but join with our friends who write other systems of shorthand in the upholding and uplifting of our calling.



Key to Mr. McFarland's Notes

Q. Will ask you, Mr. Torbenson, how many horses?

Mr. Combs: The same objection, incompetent, irrelevant and immaterial; not the best evidence.

The Court: Overruled. Exception.

A. Seven, I believe.

Q. And how many head of cattle?

A. Twenty-three.

Mr. Combs: Objected to as incompetent, irrelevant and immaterial; and the objection is that it is not the best evidence.

The Court: Overruled. Exception.

Q. Was there anything else?

Mr. Combs: The same objection.

The Court: Overruled. Exception.

A. I don't remember.

Q. How about a half of the crop?

A. Yes, the crop was in—

Mr. Combs: Objected to as incompetent, irrelevant and immaterial, and the motion is to strike it out as not the best evidence.

The Court: I have some doubt as to this evidence being proper.

Mr. Englert: I think it would, Your Honor, under the circumstances of previously going into the matter.



New York State Stenographers' Association

Report of 37th Annual Convention

THE Thirty-seventh Annual Convention of the New York State Stenographers' Association was held on December 30 and 31, 1912, in the Senate Cities Committee Room in the Capitol at Albany.

Dr. Augustus S. Downing, First Assistant Commissioner of Education, and Chairman James S. Ruso of the Board of C. S. R. Examiners, addressed the convention on the C. S. R. law, its workout, pointing out the desirability of extending the time for applications under the waiver, and giving the details of the first examination for the degree to be held in Albany on January 28, 1913. The Circular of Information on Examination for Certified

Shorthand Reporters, printed in this magazine last month (see page 281), was circulated among those present.

The closing day of the convention marked the close of the career as an official reporter, of the dean of the active official reporters in New York State, William W. Osgoodby of Rochester, whose retirement by resignation went into effect December 31, 1912. Secretary Kidder by vote of the convention wired congratulations to Mr. Osgoodby on having so successfully rounded out fifty years of active service. On motion by Mr. S. B. MacClinton of New York it was decided to appoint a committee to procure and present to Mr. Osgoodby a loving cup in re-

membrance of the event, and to express the affection and respect felt by all the members for him as one of the founders of the association.

At the banquet, tendered by the "boys" of Albany at Keeler's, all previous records in entertainment were broken. The menu, entirely in Yiddish, was interpreted by the new vice-president, Mr. Louis Loewenstein, of Troy. The strictly private cabaret performance was an eye-opener in the entertainment line which made the dignified C. S. R. men as well as the others sit up and take notice.

It would be useless to attempt to summarize all the proceedings of the convention. The report is in such shape already that it may be looked for by the members in some weeks.

The New Officers

President, Willard B. Bottome, New York City.

Vice-President, Louis Loewenstein, Troy.

Secretary-Treasurer, Harry M. Kidder, New York City.

Historian, Spencer C. Rodgers, Albany.

Librarian and Editor, David H. O'Keefe, Brooklyn.

Chairman of the Executive Committee, William M. Thomas, Albany.



"The Law's Delays"

AT the banquet of the New York State Stenographers' Association, Mr. Louis Loewenstein, official reporter, Troy, New York, read the following amusing skit on the methods of procedure in the courts:

The Triumph of Justice

By any district attorney: "What is your name, please?"

"I object; this witness cannot possibly remember what she was christened, and the family Bible would be the best evidence."

"I withdraw the question. What are you commonly called?"

Objected to on the ground that it is not shown that the witness is an expert on "common callings."

"I will change the form of the question—what name are you known by?"

Objection on the ground that it is hearsay, that it is immaterial; not original evidence, and that no foundation has been laid for it by showing that the witness has any name.

Objection sustained. Exception noted.

"Have you a name?"

"Yes."

"What is it?"

"What is it?" Same objection.

After argument, question allowed. Exception.

"My name is Mrs. Mary Smith."

Request to expunge the answer from the record because it is not shown that the witness is married, nor that her husband's name is Mary Smith. Answer stricken out.

"Are you married?"

Objected to as secondary evidence, on the ground that it has not been shown that the marriage certificate cannot be produced, and is immaterial, as the question of marriage is not involved.

Objection sustained.

"Have you been known by any other name than Mrs. Mary Smith?"

Objected to as leading. Defendant's counsel asked to be heard on this matter, but the question was allowed—he seemed much elated.

The witness then answers, "Yes, Mary Jones."

Defendant's counsel moved to strike out the last part of the answer on the ground that it was not responsive. Motion was granted.

"When did you assume the name of Mrs. Mary Smith?"

Objected to by defendant's counsel on the ground that the answer may tend to humiliate the witness. Question allowed.

"In eighteen hundred and umph, when I was married."

By the court—"One moment; you may say, if that was the case, that it was when you went to live with Mr. Smith."

The witness: "Yes, that was it."

"How old are you?"

Objected to on the ground that it is not shown that she is old at all. Objection sustained.

"Are you more than 21 years of age?"

"Yes."

"Do you consider that your 21st year began at your 21st birthday or ended on it?" Counsel objected to this as immaterial and incompetent.

The remainder of the day was consumed in a bitter wrangle between counsel as to this question.



Keys to Last Month's Shorthand Plates

Self-Confidence

The timid new stenographer gave a little shiver of mingled admiration and awe as the president's amanuensis came into the room and

put her notebook on the copyholder and her pencils in the drawer of her desk in preparation for her morning's work.

The timid stenographer folded her hands and gazed at the older girl admiringly.

"If he should ever ring when you're not here," she said with a quivering little laugh, "I'm going to put on my hat and run home."

"Then you'll be a goose," responded the other. "You'd better be glad of the opportunity to try and see if you can do it. Do you want to keep on doing the same little old easy things all your life?"

"Of course not," said the other girl, "but I do want to be sure I can do the things before I try them."

"Then you'll never try," said the president's stenographer decidedly. "How can you ever learn anything if you never try to do anything different?"

"But I am so afraid of doing things wrong and I get so discouraged when I make mistakes," pleaded the younger girl.

"Then don't let people know it," said the president's stenographer. "An overbold girl is an abomination, but one simply must have or act as if you had a reasonable amount of self-confidence."

"But I'm such a poor bluffer," sighed the timid stenographer.

"I don't advocate bluffing too much," said the older girl, "but where there is real capability behind it (and there is in your case) a little bluffing is a good thing. When I was in the shorthand school," she continued after a moment, "the teacher came to me one day and asked me if I wanted to go out and try a certain position that she had to fill. I told her that I didn't think I could do it and I didn't dare try. Then she gave me just such a lecture as I have been giving you. She told me that I had learned the theory as well as I ever would and that a little practical experience would help me more than weeks of schooling."

"I was a thorough-going little goose and rather obstinate too, I expect, and I hesitated so long that finally she got rather provoked and told me she had to send someone right away and didn't have time to argue with me any longer. Then she went over to a girl who I knew wasn't nearly as well educated as I, couldn't read her notes nearly as well and this girl put on her hat immediately, went out and applied for the position."

"She got it and you may believe I never was so silly again. I had to wait several weeks for another opportunity and then it wasn't nearly as good as the first one, but I had learned my lesson and I didn't hesitate the second time. I just went and tried."

"You may not succeed in everything you do," she concluded, "but it is pretty safe to say that you will never succeed in anything you don't try."—*Worker's Magazine, Chicago Tribune.*



Miscellaneous Correspondence

Dear Sir: You, as a credit man, are vitally interested in the subject of credits and anything pertaining to it; hence, I take the liberty of sending you a descriptive circular of Com-

mercial Law Simplified, by Hon. Charles C. Simmons, of this city, a book compiled for the busy business man and especially the credit man.

Now, please do not lay this circular aside as an ordinary book circular, but look over the table of contents and you will find a great many simple questions in law respecting your everyday transactions which, if you were to be put to a test unexpectedly, you could not readily and positively answer. Commercial Law Simplified will do it for you in an authoritative manner and in such simple language that any business man can comprehend it. It is arranged in question and answer form, which in a book of this kind is absolutely new and unique. It contains over two thousand of such questions so comprehensively indexed that they can be turned to in a moment. The circular will tell you more about it and we hope this letter has aroused sufficient interest in it to induce you to look into this carefully as you would any good investment that might be placed before you. The price is only \$5.00 and with our special proposition to credit men you take no risk whatever. The enclosed card will explain it. This is the best evidence we can give you of our confidence in it and if you will simply sign and return the card a book will be sent you at once.

We trust that we will hear from you without delay as the first edition is nearly exhausted.

Yours respectfully,

Dear Sir:

At the January meeting of the board of directors of this company, Mr. Frank G. Nelson and Mr. John E. Blunt, Jr., who have been connected with this bank for many years, were elected additional vice-presidents. We believe that this change in our official staff will enable us to give better attention to the requirements of our customers and would ask you to co-operate in our endeavor to establish a closer business relationship with you, which we have no doubt would result to our mutual advantage.

We highly appreciate the new business which comes to us at the suggestions of our friends and customers and will be grateful if you will recommend this bank as occasion offers to those who contemplate changes in existing banking connections or who wish to establish a banking home.

Our facilities for handling accounts of individuals, firms or corporations are exceptionally good and in addition to our general banking business our bond, trust, foreign, savings, farm, loan departments and the safe deposit vaults enable us to handle advantageously every kind of legitimate banking.

Thanking you for the business with which you have favored us in the past, and trusting that this year will be one of happiness and prosperity for you, we are

Yours truly,

Dear Sir:

Our loose leaf record-keeping books are so convenient, so compact and so easy to handle, so secure (because pages need not be removed for reference) and so inexpensive to install that no matter whether your records are unimportant or of the utmost importance it will be to your advantage to give our loose leaf methods a very thorough trial.

Very sincerely yours,



An Advertising Letter

Gentlemen:

Here is a special opportunity for concerns selling books for education to make a modern investment that is practically certain to return a profit.

We refer to the department in our advertising pages for publishers of educational books. We give this department a special display heading, "Educational Books," and place it in the most prominent possible position for such advertising, namely, adjoining the great school directory in the "Review of Reviews"—and charge for space in this department only the special publishers' rate of the Review of Reviews of \$1.25 per agate line for space up to one-fourth page, \$45.00 for one-fourth page, \$90.00 per half page and \$180.00 per full page. (See enclosed card.)

Any book that imparts knowledge to man, woman or child can be advertised to advantage in this department.

For over ten years the Review of Reviews has been the foremost magazine in the world for school advertising, proving that its readers are interested in education.

In the case of text-books for use in schools and colleges, if such advertisements in our Educational Books Department were read only by the school and college officials whose advertisements appear in the Review of Reviews (in the summer months we carry as many as 350 school advertisements in one issue) and the teachers and schools connected with these colleges, the

advertisers should get enough orders to make the investment profitable.

But the kind of people who buy educational books, who read the Review of Reviews, are not by any means limited to these school advertisers. Only about one-tenth of the schools in the country advertise, but all schools and all teachers, as well as all people interested in education, buy educational books. The Review of Reviews reaches *all* college officers, *all* school principals, *all* school teachers who can afford to buy any magazine.

Moreover it is read by the whole better class of our citizens, men and women—and in addition to people actively employed in school work there are among its readers many thousands of people who buy books for home study by their children and for adding to their own knowledge. These are not theories, but facts. The Review of Reviews is a necessity to educators and all "live" people. This magazine is the only one that gives the news and interpretation of current events over the world authentically and impartially and is absolutely relied upon for such information by all intelligent, alert, substantial people throughout America.

If you wanted to send out a circular offering your educational books for sale, you could not, in the first place, gather together as good a list for your purposes as you will reach through an advertisement in the Review of Reviews; in the second place, you could not send out a circular to even a moderately sized list of any names at as low a cost as you can advertise for in this department.

To sum up: Under our plan you can advertise in any space from a page down to an inch or less and have your advertisement placed in a department devoted entirely to announcements of books for education instead of being scattered through the advertising section with miscellaneous announcements. Doesn't this look good to you? We hope that our plan interests you and that you will let us hear from you. Copy for each issue can be received until the 11th of the month preceding date of publication.

Yours truly,



ALL works of quality must bear a price in proportion to the skill, time and risk attending their invention and manufacture. Those things called dear are, when justly estimated, the cheapest; they are attended with much less profit to the artist than those which everybody calls cheap. Beautiful forms and compositions are not made by chance, nor can they ever in any material be made at small expense. A competition for cheapness and not for excellence of workmanship is the most frequent and certain cause of the rapid decline and entire destruction of arts and manufactures.—*Ruskin.*

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The **FOUR R's**

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1913

Announcement

WE have pleasure in announcing the appearance from the press of the shorthand version of the first forty-eight articles from *Expert Shorthand Speed Course*. Our readers who have been following this series of plates as it has been given in the magazine each month will need no introduction to this latest of our publications.

Advanced Practice in Gregg Shorthand

PART ONE

is all in *shorthand*, printed from plates made by an expert writer of Gregg Shorthand. We select at random some of the articles it contains simply to convey to your mind its possibilities for increasing your shorthand skill—

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New Materials for Paper—

Sixty-three page booklet, linen paper cover, fifty cents

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By RUPERT P. SO RELLE

Gives an explanation of the scientific methods used in training the successful contestants in the Fifth International Shorthand Speed Contest, and the matter used for practice. It was these methods that helped Mr. Swern to defeat writers like Bottome, Wood, Marshall; to make records in the National Shorthand Reporters' speed contests as 268 words per minute on testimony, 237 words per minute on jury charge, and 192 words per minute on straight matter, and to make a world's record for accuracy—99.6% perfect.

They helped Miss Tarr and Miss Werning to secure N. S. R. speed certificates for more than 200 words per minute.

You can vastly increase both your speed and accuracy by following the methods of practice used by these writers. It gives the best collection of practice matter ever embodied in a book. 260 pages, bound in cloth, \$1.00.

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The Gregg Writer

Vol. XV

CHICAGO, MARCH 15, 1913

No. 7

"Girl Wins First Diploma for Certified Shorthand Reporter"

UNDER this title the New York *Herald* of Sunday, February 2, contains an interesting article about the success of Miss Paula E. Werning, a writer of Gregg Shorthand, in the recent examination held by the Board of Regents for candidates for the degree of C. S. R. under the new law. The article, which follows, was illustrated with a photo of Miss Werning and her diploma:

Winning a unique distinction for herself and at the same time playing a joke upon the Board of Regents of the State of New York is the achievement of Miss Paula E. Werning.

Miss Werning has just been awarded the first diploma ever issued in this State granting the degree C. S. R. — Certified Shorthand Reporter. She passed the examination on Tuesday and the diploma was issued immediately by the regents. The joke on the board came about through the fact that in having the certificates engraved the regents did not contemplate a woman taking the examination, and so all the certificates read "him" and "he." As the first successful applicant was a woman, the board was forced to erase those little words and insert in their place the words "her" and "she."

"Of course I am very proud and happy over the whole matter," said Miss Werning to a *Herald* reporter yesterday afternoon at the office of the Gregg Publishing Company, No. 1123 Broadway, where she is employed, "but I felt very confident of the result when I went to Albany to try

the examination. You see I already had a certificate from the National Shorthand Reporters' Association that I could write 206 words a minute and I knew that was as fast as I would be called upon to go.

"At Albany they put on a court scene to try me out. There were the usual questions and answers, the wrangling of lawyers and all that goes with a regular session of court. The dictation varied at a speed of from 130 to 200 words a minute and then at unexpected intervals I was requested to refer back to my notes and read certain passages.

"When that part of the examination was over I was required to transcribe my notes and do it accurately and in as short a time as possible. I was surprised that I did not find the test more difficult."

Miss Werning is the daughter of the Rev. F. Werning, pastor of Zion German Evangelical Church, of Lowden, Iowa. When she finished her course in stenog-

raphy she said she could see no career in the little Iowa town and so she went to Chicago. She won recognition there and soon got an appointment with the Navy Department at Washington. At the end of seven months she had gained such distinction in her work that her employer declared her to be the best stenographer the department had. Then Mr. Gregg persuaded her to come to New York and enter his service. She has been with her present employer for about three years.

"I have not decided just what I will do," remarked Miss Werning, "but with

MISS PAULA E. WERNING

my credentials I anticipate no great difficulty in getting an appointment to some court. Of course my diploma does not insure me a position; it simply makes me eligible, since I already have passed the civil service examination for stenographers.

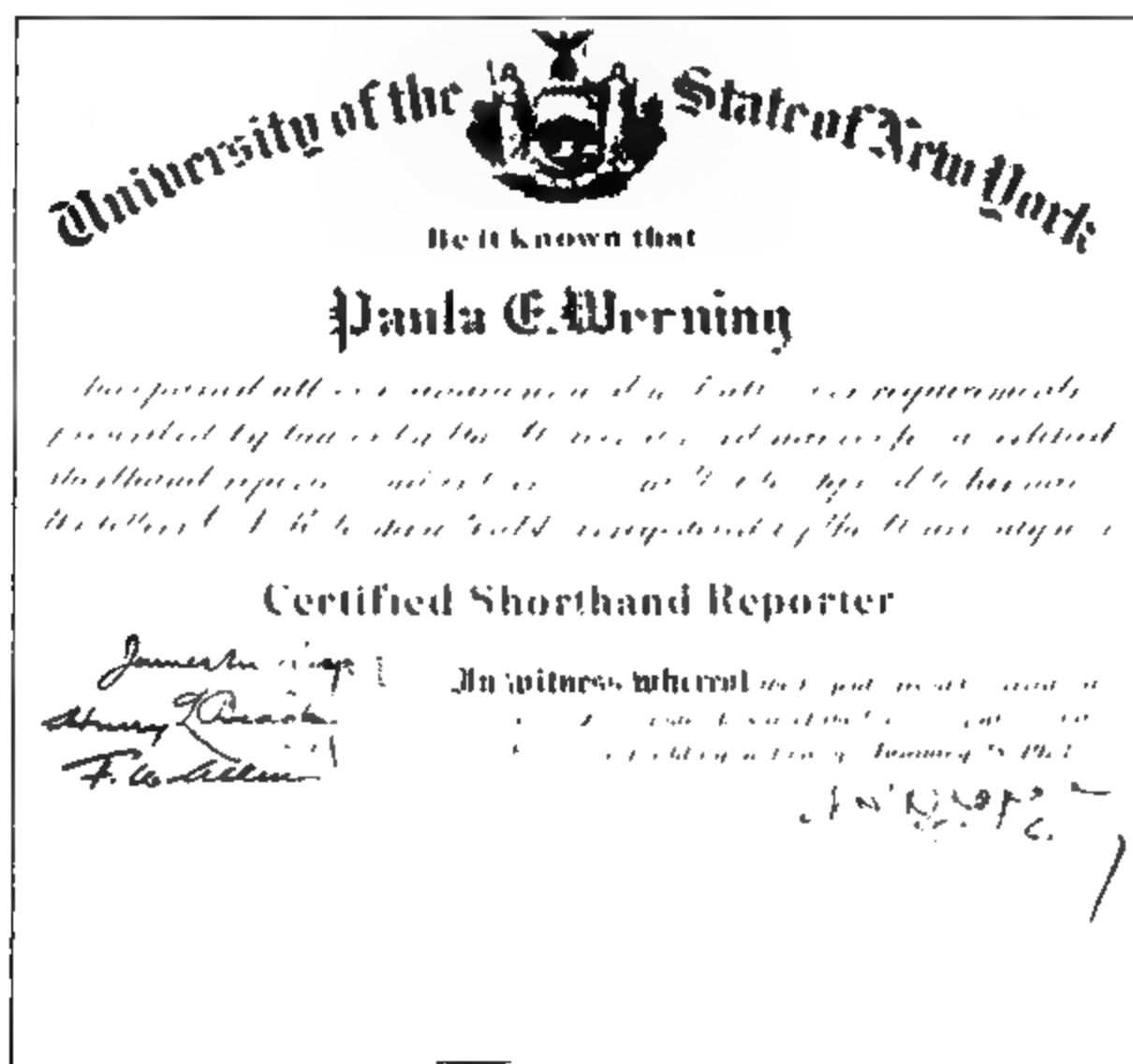
"As yet I have received no proposals—proposals of a job, I mean," she added hastily, "but you see the world does not know about me yet."

The examination given by the regents is

The Test a Most Severe One

To show how difficult the examination is we quote from the regents' rules:

"Eligible candidates who take the examination will be required (1) to write shorthand, from dictation, of regular court proceedings or such matter as may be selected by the board of examiners, for at least one hour, at a speed varying from 130 to 200 words a minute; with an average speed of



about as severe a test as the stenographer will ever be called upon to take. The examining board is made up of a group of New York professional reporters, and they planned an examination that would test the candidates' stenographic powers to the limit. The reporters of the state have been working for years to get a law passed that would put the reporting profession on the same basis as other professions; to keep out of the profession all those who did not possess skill of the highest order.

150 words a minute; (2) to transcribe such part of the dictation as the examiners may indicate; (3) to read aloud such portion of the dictated matter as the examiners may require."

How the Test Was Conducted

The examination was conducted by Mr. Harlan H. Horner, Chief of the Examinations Division of the Regents, and the three members of the C. S. R. Board of Examiners: James M. Ruso, Chairman

Henry L. Beach, Secretary; and F. W. Allen.

Although notice of the examination had appeared in nearly all of the professional papers only three candidates made application, and at the time of the examination only one candidate appeared—Miss Werning. Each of the examiners was supplied with a copy of the transcript of a case tried in the Supreme Court of Albany County—*The People versus McStea*, a trial for murder in the first degree. The typewritten copies of the case were counted out and every 100 words indicated so that the requirements for speed could be followed to the letter. Messrs. Beach and Allen had their watches on the table to make sure that the timing was correct. The examiners sat together on one side of the table opposite Miss Werning. Examiner Ruso started the examination by reading the questions put to the witnesses, while Mr. Allen read the answers, and Mr. Beach noted the deviations from the copy made by the readers. The charge to the jury was read by Mr. Ruso.

After the hour's dictation ranging in speed from 130 to 200 words per minute had been given, Miss Werning was called upon to read back the testimony of witnesses at points previously agreed upon by the examiners. So readily did she read the matter back that at first it was thought unnecessary to require a written transcription, but when it was suggested that the rules required a written transcript it was made. Her promptness in finding the place when a particular part of the testimony was required was a feature that excited great admiration among the examiners—or, as one examiner expressed it, "it was cause for astonishment."

It will be remembered that these examiners are all practical reporters and understand fully the difficulties of reporting—and especially under such trying conditions as those under which Miss Werning was then working. She was asked to transcribe a portion of the jury charge and the direct testimony—part of the testimony was expert medical testimony—which she did. Only one error was found in the transcript. The examiners then told her that her reading had been fine, her transcript

practically without an error, and congratulated her on the good work she had done.

Fluency in Reading Causes Astonishment

In talking with the examiners afterwards Miss Werning caused considerable astonishment when she stated that she had never reported a day in court. They could hardly believe that one whose transcript was prepared in such perfect form, who read back the testimony of witnesses, the rulings of the court, and reproduced the language of the attorneys so readily, could have attained this ability without a great deal of experience in actual court reporting. Mr. Ruso, in writing about the examination afterwards, said:

"We required the candidate to read 10 minutes dictation at a speed of 150 to 160 words, also at a speed of 175 words, and she also read the testimony of 190 to 200 words, and to our surprise she executed the test with scarcely an error. We then had her write out one of the tests, and the copy she turned in was very clean and neat and perfectly transcribed, although she informed us that she had never had any regular practice except the dictation she had been given lately."

Two hundred and seventy-two reporters made application for C. S. R. certificates under the waiver clause—which exempted practicing reporters of certain experience—and one hundred thirty-eight certificates were granted. But Miss Werning is the first and only candidate to take the examination. Hers, therefore, is a unique distinction in a profession that is commonly regarded as one for men alone.

Miss Werning Wins Other Honors

In the United States Civil Service examination for stenographer held in New York recently Miss Werning passed the 140-word test in shorthand—the highest given—with a grade of 99 per cent. In the typewriting straight copy test she was given a grade of 100 per cent. As a result of her excellent work, the announcements of the examination had no sooner been made than she received a telegram from the Navy Department at Washington offering her an excellent appointment. She is now No. 1 on the list of eligibles from New York state.

Idea Exchange

Co-operation is one of the greatest words in the language. By helping others, you help yourself. If you have discovered a time- or effort-saving way of doing your work, "pass it on" for the benefit of others. Those whose suggestions are printed will be entitled to a twelve-months' extension of their subscription.

Dating Notebooks

I ALWAYS place the date at the bottom of the page, about one-half inch from the extreme edge, and then turn this sheet out beyond the left-hand edge of the notebook, and when the book is closed this serves as an index and saves turning pages looking for a date. If the stenographer works through the book and then returns to the front, it may be necessary to sacrifice the page used as an index, but to my way of thinking it is well worth the while.—*Harry N. Shropshire, Chester, Pa.*

Removing Carbon Sheets

I have found the following method advantageous, especially in heavy manifold work where speed is the important factor: On the lower right-hand corner of the carbon sheet paste a small piece of paper so that it projects out at the side of the sheet about half an inch. Cut off the upper left-hand corner of the carbon and when ready to remove the sheets, grasp the letters where these corners have been cut from the carbons and they can be readily removed by means of the tabs on the lower corner.—*Clarence M. Styer, Huron, S. Dak.*

When Addressing Envelopes

After placing envelope in position for addressing, take a second envelope and put against platen, but don't turn same. Then as you address the first envelope and work the space lever, the second envelope will begin to revolve in the machine. When the first envelope is addressed and when turning the platen to release same, the second envelope will be in position for addressing, thereby saving the time it would otherwise take to first turn the

platen to release the first envelope and then turning it again to put in the second envelope.

When ready to address the second envelope, place another envelope in position as before, and so on.—*Theodore Corenzwit, Newark, N. J.*

Transcribing Made Easy

Some time ago I changed my manner of transcribing so as to save both time and energy. After dating and addressing a letter, I keep my eyes on the notebook and depend entirely upon the bell in transcribing, just as I do in regular copy work. At first it was rather difficult for me to keep from looking back and forth, but now when I do forget myself and shift my eyes too much, I become aggravated. Stenographers will find this method, if persisted in, to bring surprising results. In writing this way, it is not necessary for me to continually employ one hand in adjusting a guide blotter, and the only time I take my eyes off the short-hand notes is when I happen to make a typographical error. I think all really good stenographers ought to try this way, and thus be able to get the full benefit of being a "touch operator."—*Emil M. Winter, Milwaukee, Wis.*

Acquiring a Vocabulary

Write the *Gregg Writer* in shorthand. Whenever you hesitate over a word, think what is the best outline for that word, then take your Manual or Gregg Dictionary and verify the theory. When you have satisfied yourself that the outline is correct, then practice that word until you can write it fluently. Incidentally, you become familiar with everything in the *Gregg Writer*, and it is more firmly im-

pressed on your mind than if you had merely read it over.

I apply the same principle in taking dictation. Any word that I am not familiar with I write as nearly correct as possible, then when I have time, make a note in the back of my notebook, and practice these words whenever I have a few minutes' spare time.

I also take my Gregg Dictionary with me and read it on the train, going and coming from work. In this way a great many words are retained in my memory, and when I encounter them in dictation I know how to write them.—*Alice M. Cox, Chicago, Ill.*

Keeping Memoranda

I keep a card in a conspicuous place on my desk as a daily or weekly memorandum for jotting down business appointments which my employer asks me to remind him of, and all other notations that hold good temporarily.—*Sophia Wagner, Madison, Wis.*

Sealing Envelopes

It is quite a tiresome task to seal envelopes, especially so, when there are several hundred to be sealed.

In order to save time in sealing, I take all of the envelopes and put them in a pile with the glued side turned up. Then after moving the envelopes until the glue on each envelope is exposed, I take a sponge or damp cloth and moisten the glue. Then it is an easy matter to fasten the envelopes.

This method, with little practice, will be found to be a great time-saver.—*Joe Weber, St. Louis, Mo.*

How I Increase My Vocabulary

I always carry a small loose-leaf notebook with me, and whenever I hear an unusual word that I think I am liable to get in dictation at some time, I write it down and after it the correct shorthand form; also in dictation, I make a note of any new word of which I am doubtful and afterward look up the correct form. I memorize these forms in any leisure moment I may have. In this way, I have a dictionary especially adapted to the work in which I am engaged, and as they are fewer, the words which are liable to come

up are more easily found. With the loose-leaf book, the lists can be arranged alphabetically and new leaves inserted at any time.—*Clarence M. Styer, Huron, S. Dak.*

Another Vocabulary Suggestion

Almost every typist has a few unoccupied minutes every day and these spare minutes might very well be devoted to copying out on the typewriter the words in the dictionary and their meaning.

I believe that this gives a more lasting impression of the word form than when the word is memorized direct from the dictionary. This may seem a very large task, but it is surprising the amount of this kind of practice one can get in a few minutes.—*A. W. Nielsen, Rockhampton, Queensland.*

A Space-Saver

When answering a letter, write the carbon copy on the back of the letter to which you are responding. It saves paper, space in the letter file, and when looking up a letter in the file you have the answer to it without further search.—*Sophia Wagner, Madison, Wis.*

Some Excellent Suggestions

I make it a practice each month, while my magazine is fresh to me, to go through it, first copying my translation, typed as correctly as possible, of the plates. Next I read all the suggestions, articles, etc. Then I translate the material to be put into shorthand, and lastly I translate the keys of the preceding month back into shorthand. At this time I also compare my translation of the plates of the months before, correcting punctuation, spelling and outlines. I believe I keep up my interest better because of following a regular system as above outlined.

My second suggestion is this: I am the only Gregg writer employed in the offices of this department. I therefore find it difficult to find any one who will dictate to me. This is my way to study a key. I translate the key. Then I correct it with the plate. Then I copy the plate once or twice, and when I am sure I have all the new outlines and corrections well in mind, I set my key up before me and, watching that, and not looking at my

paper or pencil, I copy the key as rapidly as possible. My notes are not quite as regular as they would be under more perfect conditions, but they afford excellent practice in reading irregular outlines.

My third and last suggestion is in regard to making carbon copies. I sometimes am obliged to make a great many carbon copies. In placing them in the machine I found a simple way to keep the papers and carbons together and straight. I insert them beneath the flap of an unsealed long envelope and they roll through the machine easily and evenly.—*Rosina K. Schenk, Ann Arbor, Mich.*

Indexing the Gregg Writer

I find that making an index for each copy of the *Gregg Writer* when I receive it is a great help to me when I want to find a particular article, etc. I merely write the headings and page numbers on a sheet of paper and place it inside the front cover of the magazine.—*Walter Williams, Lynnvile, Ind.*

A Fountain Pen Suggestion

I have often had my fountain pen "go dry" with no ink available. In such a case I fill the barrel of the pen with water until it is about two-thirds full. The water will mix with the ink and sediment remaining in the barrel of the pen and form a very good writing fluid. This will be found to be entirely satisfactory, as a pen is rarely allowed to become entirely empty, and repeated fillings even with special fountain pen ink will cause more or less

sediment to collect in the pen, which the water will dissolve and form an ink of about the usual composition. This method cannot, of course, be repeated too often, or the residue in the pen will not contain enough ink, etc., to form the proper combination. As an occasional expedient, however, it is entirely practicable, and when ink is not obtainable I know of no other substitute.—*A. B. Mattox, Cincinnati, Ohio.*

An Efficiency Creator

Have a small indexed memorandum book close at hand when taking dictation, and jot down between orders the name of the firm and any special brand or quality of goods carried by that firm for future reference. In my experience, many times the "boss" simply mentions the article to be purchased and hesitates, expecting me to supply the name of the firm who furnished the same, or vice versa, and this memorandum book, when neatly indexed is an instantaneous reference to all material that is usually ordered in the ordinary course of the month.—*Helen Yungbluth, Marquette, Mich.*

Two Pencils in One

The following saves carrying two or more pencils with you: Instead of ordinary pencil, use a pencil lengthener and a short piece of pencil sharpened at both ends. In this way you can have a sharp pencil in an instant by simply reversing the short piece, and the point is not as liable to become broken.—*Clarence M. Styer, Huron, S. Dak.*



The Stenographer Must Love His Work

THERE is one qualification a stenographer must possess, without which he can scarcely hope to be successful. I refer to a love of the work. It was Longfellow who said:

Ah, how skilful grows the hand
That obeyeth love's command!
It is the heart, and not the brain,
That to the highest doth attain,
And he who followeth love's behest
Far excellet all the rest!

How few students, how few stenographers, go into their studies and work with

the proper enthusiasm that they should have.

Be a shorthand enthusiast. Ever try to excel. Put your whole energy into it. Allow nothing to discourage you. A high standard of excellence must be your constant and steady aim. Keep in mind the advantages, the opportunities to be derived by acquiring a thorough knowledge of shorthand, and which you cannot expect to acquire unless you take a deep interest—have a love for the work in hand.—*From Frank Harrison's Shorthand Magazine, 1891.*

Points About Execution—the Economic Value of Good Notes

THE value of good notes from the viewpoint of economy is rarely considered by the student of shorthand. If students could be so deeply impressed with the importance of good notes that they would devote the attention to that phase of the work that its importance demands, we would never hear anything about the difficulty of reading "cold notes."

The ease with which our system may be read, even when the notes have been imperfectly executed, seems to justify the statement teachers often hear from students—"I can read my notes; what is the use of making them any better?" That appears on its surface to be a logical view to take; but is it? Let us show you why it is not. The real value of good notes is to be found in the *speed with which they can be read in transcribing.*

Good Notes Mean Greater Service

You must continually look forward to the time when you will become a part of the working organization of some business concern. And it is there that your ability to read your notes rapidly and accurately shows itself in terms of dollars and cents. The business man pays for service. The more service you can render the greater will be your value to him—and, incidentally, to yourself. That is an economic law that cannot be dodged. If your notes are such as to enable you to utilize your full typing speed in transcribing—to keep your machine speeding along uninterruptedly—that fact will be quickly appreciated, because the business man will realize immediately the value of that ability to him. Any time that you spend in deciphering poorly executed notes will be a distinct loss to him—and to you, too, because your salary will depend upon what you can do.

Poor notes are uneconomical from every point of view. It takes no longer to make good notes than it does to make poor ones under ordinary working conditions. Hence it is obvious that any time unnecessarily consumed in reading imperfect notes is a distinct loss in the worker's total efficiency. It effects a loss in several ways. If you read part way through a sentence and encounter a character that stops you,—makes it necessary for you to give concentrated attention to it even for a brief time,—you will be forced to go back and read the whole sentence again, perhaps several times, before you can decide on it absolutely. That is a distinct loss in transcribing speed. Again, the poor execution of one word may lead you completely astray. By misreading a character you may type some part of the sentence before you discover that you are in error. That means a serious loss of time because you will either have to alter the words you have written or rewrite the whole letter.

These are things that are occurring every day in thousands of offices throughout the country resulting in serious losses of time. And such loss of time does not affect the employer nearly so much as it does the stenographer himself. It simply means a reduction in the productive power of the stenographer and a reduction also in earning power.

Poor Notes Go Hand in Hand With Inaccuracy

The student who says, and probably believes, too, that he can always read his notes when indifferently executed is mistaken in his point of view. He may be able to read them *if given enough time.* That is the important point; time is an element that cannot be disregarded. If

List of Similar Words—Continued

| | | | |
|--------------|--------------|-------------|-------------|
| memoranda | suppress | permanent | embarrass |
| memorandum | circus | prominent | embrace |
| patient | women | premium | fellows |
| passionate | woman | pre-eminent | philosopher |
| impatient | favored | distinct | granted |
| impassionate | favorite | distant | guaranteed |
| impassioned | considered | destined | collision |
| persecute | considerate | distinguish | collation |
| prosecute | patron | distinction | collusion |
| persecution | pattern | destination | foam |
| prosecution | garden | guardian | foment |
| perfect | adapt | seem | cement |
| prefer | adopt | fortune | lame |
| separation | cessation | fourteen | lament |
| suppression | secession | except | resume |
| suppuration | prescription | expect | re-assume |
| | proscription | | |

(To be continued)

he would get someone to watch him during his transcribing and note with stop watch every second lost in stops to read the notes that cannot be read at sight, he would be appalled at how much time is wasted in this way. Like the business man dictating, he does not take heed of the lapse of time. The student of shorthand never knows beforehand in what line of business he will be engaged. He may be able to read the ordinary dictation even if his notes are not good, but when he encounters strange and unfamiliar matter he will find that his poor notes are decidedly deceptive. Then, too, careless notes lead to inaccuracies that the stenographer is unaware of until the letter comes back to be rewritten. The troublesome word that necessitates an appeal to the dictator to untangle the problem is always embarrassing.

The Problem of Efficiency

One of the questions that is now engaging the attention of some of the greatest minds in the world is the question of human efficiency. It is a question that each student should study for himself. His ability to give a certain service is his capital. The more service he gives, the more capital he possesses. And the writing of good notes is one of the first steps in the direction of greater efficiency that he ought to take.

Skill in Writing Elementary Characters the Basis of Good Execution

Last month we discussed some of the elementary problems in execution and gave examples for practice. As these combinations occur over and over again in all kinds of shorthand work they form the basis of all your shorthand writing so far as execution is concerned, and a great deal of time ought to be given to reviewing and practicing them. Before starting on the practice work in these series of exercises, bear in mind these facts:

1. That in the execution of shorthand forms the movements used in writing at a slower rate should be the same as at a higher rate—the only difference being in the speed. In *drawing* characters an entirely different movement from that employed in writing is used. To get the best

results, the characters should always be *written* not *drawn*.

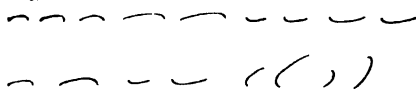
2. The ability to execute one word or a group of words with accuracy and speed is extended to all other words and affects them favorably.

3. The principal points to be observed in execution are:

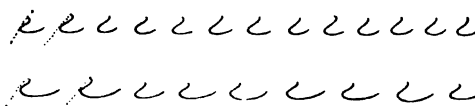
Distinctions in sizes of circles and length of the strokes.

Considerable difficulty is experienced by beginners in executing the simple characters by not properly understanding or recognizing the forms of such simple characters as "k" "g" "r" "l." The sharper curve at the end of "k" "g" and the beginning of "r" "l" is caused by the natural tendency of the hand to take these directions from long practice in writing long-hand.

Many students, through misconception of the actual form of such characters, will use two distinct movements in writing them and attempt to form a "hook" at the beginning or end. If the characters are written with a *perfectly natural movement*, they will take on their characteristic forms automatically. You do not need to give any attention to that feature of it. Simply execute the characters with a free, easy movement. Note the freedom in the following:

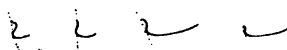


The "fr" and "fl" combinations—or blends—should also be executed with one movement. Practice the following:



Note particularly the slant of "f" as indicated by the dotted lines. Careless writers will often give the "f" a backhand slant that destroys the artistic appearance of the form:

Incorrect forms:



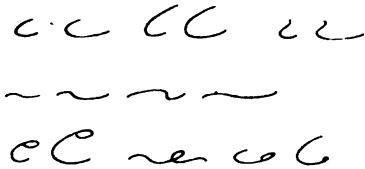
When a vowel intervenes between the "f" or "v" and a following "r" or "l"

the angle at the junction is restored and the circles placed outside the angle thus:

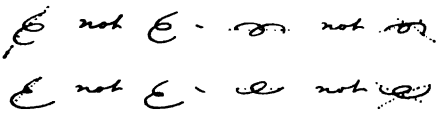


Note that if the circle were removed the two characters would still retain their distinctive forms. This is a point that is to be observed in all joinings that are not blended.

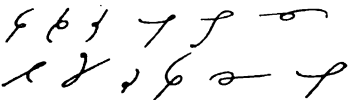
The distinctions in length in the following characters should be carefully noted and the exercises practiced until the distinctions can be made positively at high speed.



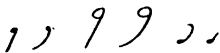
In placing a circle between strokes like the following, note that the distinctive forms of the consonants are properly observed:



In such combinations as the following a very full curve is necessary to produce a form that can be quickly and accurately read:

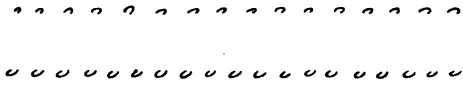


Attention must also be given to the execution of straight lines. Better outlines will be made automatically if the methods of joining the circle explained in the first article are observed. Note particularly in the following that the curve is definite—distinct:

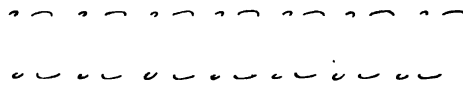


The proper execution of the hooks is very important. The hook should be made very small and deep. It should have the proper slant also, and should be made so that if a vertical line were drawn across

the bottom of the downward hook or the top of the upward hook the two points of the hook would be parallel with the line. Practice the following:



Note the comparative size of the hook and "k" and "r."



Also the comparative size of the three characters of this group:



When a circle vowel precedes or follows a hook it should not interfere with the characteristic form of the hook; but comes *outside* of it:

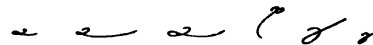
Correct forms:



Incorrect forms:



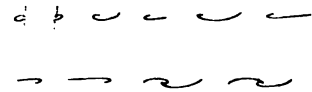
Practice the following words containing the foregoing combinations:



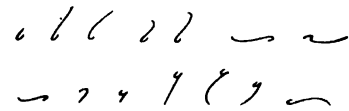
It will be seen that the intervention of a vowel does not destroy the distinctive form of the strokes.



When the hooks are turned on their sides they should look like this:



When joined to downward or other characters the hooks should be distinctive in form:



Observe how the hooks are executed when one follows another as in the following:

~ ~ ~ 7 7

The distinction in the movements used in the execution of the "ye" and "ya" loops as distinguished from joined circles should be carefully analyzed and practiced. That these are infrequent combinations is one reason why they should be well executed when encountered. Study and practice the following contrasted forms:

~ ~ ~ ~
~ ~ ~ ~

In the first few lessons all of the elementary shorthand material is presented. The lessons that follow are only different combinations of these elementary strokes. Hence it is of very great importance that you early acquire correct movement in execution.

The movements you acquire now will gradually become automatic. Sooner or later the law of habit will get you in its clutches. If your habits are good, the sooner the law takes hold the better off you will be. But if the habits are bad, it will be next to an impossible task to rid yourself of them.

Next month some more problems will be discussed.



The Antiquity of Shorthand

MUCH confusion prevails in the mind of the average person as to the antiquity of shorthand writing, it being the common impression that shorthand is a modern art introduced in the early part of the last century. And this idea is constantly being fostered by the publishers of some of the old-time systems. As a matter of fact, shorthand probably is almost as old as longhand writing itself. The Bible makes frequent mention of "ready writers," the "scribes" of those ancient times, who in all probability used some sort of shorthand abbreviations for

facilitating their work. Just how old shorthand has not been determined with any historic exactness, but it is certain that it was well developed at least a century before the birth of Christ. The following timely article which appeared in the *Scranton (Pa.) Times* of January 16 is to all practical purposes historically correct:

"Shorthand is so intimately associated in our minds with the rush of modern times and methods that it is startling to learn that some form of it was known to the ancient Greeks and Romans. Yet there appears to be little doubt that the orations of Cicero were reported with a skill and rapidity equal, perhaps, to those of many modern stenographers. It is, however, difficult to state just how old is the system of abbreviated writing. The Greeks called it tachygraphy. Xenophon is believed to have employed this system of taking notes of the lectures of Socrates, which would take it back to the fifth century before Christ. This is disputed by some authorities, but there seems to be no doubt about its use in the first century. By some it is held that the development of shorthand was due especially to Marcus Tullius Tiro. Born in Latium in 103 B. C., Tiro, who was a slave, was reared with Cicero, who was some years his junior. Freed, he became Cicero's secretary, and in this capacity aided him greatly. In the famous trial of Cataline (63 B. C.) the stenographic skill of Tiro was shown at its height.

"In the first century before Christ a discourse of Cato Uticensis was, according to Plutarch, taken down by shorthand reporters. Early in the third century of our era is encountered the term "semeiograph" (stenographic character), used by the Greek orator, Flavius Philostratus. Digen of Alexandria (185-254 A. D.) noted his sermons in shorthand, and Socrates, the ecclesiastical historian of the fourth century, said that parts of sermons of St. John Chrysostom were preserved by the same process."



"Remember you are responsible for the talents, for the time, for the opportunities you now have; improve them as one who must give an account."

THE "Order of Gregg Artists"

is a clan composed of artistic writers of the system, which has for its object the development of artistry in writing. This department is the official spokesman of the clan. Conducted by Alice L. Rinne, O. G. A., 32 S. Wabash Avenue, Chicago, to whom all communications relating to this department should be addressed.



HOW TO BECOME A MEMBER OF THE O. G. A.: Make two copies of the article "O. G. A.'s Test" in your very best shorthand. Send one copy to the editor of this department, the other retain for comparison with the shorthand "plate" which will appear in the February issue. If your copy possesses the necessary artistic qualities, you will be awarded an "O. G. A." certificate, and your name will appear in the published list of members. An examination fee of twenty-five cents must accompany your test. A test is good only until the 15th of the month following date of publication.

The O. G. A. is a select company of artists, and membership is granted only to those whose notes show unquestionable artistic merit. It is worth your while to try for membership. You may not succeed the first time you try, because the standard is very high. But you will not know until you do try.

The emblem of the clan is a triangle enclosing the characters O. G. A. The left side of the triangle stands for "theory," the right side for "accuracy" and the base for "beauty"—the three qualities that go to make up artistic writing.

ALTHOUGH it was only last month that we announced the "Local Order" idea, several splendid clubs have reached us, and we are glad to add them to the list headed by "Local Order" number one, sent in in December, by Mr. Rude of Carthage, Mo. There is no doubt that Mr. Blanchard's group of "artists" deserves the title "Local Order" number two. There are only a few students in his class who are not yet members of the O. G. A., but we are assured that their tests will be forthcoming in the course of a few weeks. Mr. Blanchard writes that his class has organized a tentative O. G. A. clan, and that the following officers have been elected: Miss Anna Larson, President; Miss Martha Anderson, Vice-President, and Mr. James Nevin, Secretary. A few of the Ottumwa members will be found listed in the January number. The new

ones—those granted the card of membership on the the January test—are Martha Anderson, Elizabeth Anderson, Alta Culbertson, Theresa Brady, Lynette Herrington, James Nevin, Eugene Parker, Victoria Darrell, Nellie Jones, Ruth Edmund, Ruth Partlow and Walter Schafer.

We wish to confer "Local Order" number three on the club sent in by Mr. J. F. Yenner, High School, Portsmouth, Ohio. Several members of his class sent in their papers last month, and the new members listed this month are William Dupree, Earl Himes and John Simon. We have not heard from Mr. Yenner in regard to the organization of his "Local Order," but we expect to hear from him just as soon as the members can meet and make arrangements for their future work.

Miss Nellie L. Nusser of the Bucyrus Business College, Bucyrus, Ohio, sends us her write-up of the January test, with the following letter:

Enclosed find \$1.00 and also four copies of "The Hopeful Orator" written in shorthand by the following students of the Bucyrus Business College: Irene Bogan, Flora Beer and Gladys Martz. My own paper is included. We wish to become members of the O. G. A. if the copies enclosed meet with your approval.

All the students are very much interested in this work, and I think perhaps that more of them will try in a very short time.

Good! And now, Miss Nusser, please see that our young friends get together and organize "Local Order" number four! Unless we hear from you to the contrary, we shall put you down on our books as "Local Order" number four, and we are anxious to make note of the officers. Or perhaps you will wish to postpone the election until after some of your other students have sent in their tests. At any rate, write us.

And now we wonder if it wouldn't be a good plan for the officers of the various

clubs to correspond with each other regarding their work. Discuss your problems, and then, when there is no apparent solution, write to headquarters, and we may be able to help you out.

There seems to be a slight misunderstanding as to the meaning of our Order. We are reminded of a letter just received from one of our best known business college teachers who writes:

In working up the O. G. A. idea in our classes, how much assistance should the teacher give the student? Is it right to drill the students on the monthly tests and then have them sent in? It seems to me that is a test only of execution and of the teacher's theory. It seems unfair in some ways to place ordinary students on a list with such teachers as Miss Dixon, Paul G. Duncan, Miss Hunter, Mr. Jakeman, Mr. Zimpfer, and others of recognized ability.

I may have the wrong idea entirely. Please set me right.

That brings to us the thought that perhaps there is some misunderstanding about the Order. Because a student in the Gem City Business College has been granted one of our certificates is no evidence that his writing is, in any way, equal to Mr. Duncan's! No, indeed. It means that his work comes up to the standard adopted by the Committee—not necessarily that it is on a par with that of Mr. Duncan! Mr. Zimpfer does beautiful work and some of his students are excellent writers of the system, worthy of membership in the Order of Gregg Artists, but few of them can write *as well as* he. We do not expect you, teacher friends, to *drill* your students on the tests, but there is no harm done in assisting them a little with their work in this connection. They must be past the *theory* stage before it is advisable for them to attempt to win the certificate. We are assuming that they have a creditable knowledge of the rules and their application, and our aim is towards the artistic side. If the applicant's theory is poor we take it that it is *review* he needs—not drill for the artistic! Sometimes an applicant is refused the certificate, not so much because his *style* is not up to the required standard, but more because he is not yet ready to try for the honor. We must bring up his knowledge of the rules to the required standard before we can let him inside the gates of such a select body as we are trying to organize.

For the test this month we have selected the matter used in the 100 words a minute test of the shorthand contest for the Connecticut School Championship, held under the auspices of the Connecticut School Championship Shorthand Speed Contest, on February 22. A full report of the contest will be found elsewhere in this issue. The matter used is from a hitherto unpublished speech by William J. Bryan.

The O. G. A. Test

The declaration of independence says there are certain self-evident truths. If I were amending that statement, I would say that all truth is self-evident, and the best service you can render truth is to state it so plainly that it can be understood, for when a truth can be understood it needs no argument. I do not mean to say that any truth can be stated so plainly that no one will dispute it. I think it was Lord Macaulay who said that eloquent and learned men would be found to dispute the law of gravitation if any money was to be made by it, and so men will dispute any proposition, however plain, if they have a pecuniary advantage to gain by so doing; but, my friends, truth can be so plainly stated that it will not be disputed unless one has a special interest in disputing it, and when you find a man who has a pecuniary interest adverse to a truth, one who has a pecuniary reason for not seeing a thing that others can see, in not accepting the truth, it is a waste of time to argue with him; there are other things that you can do to greater advantage. Go and talk to somebody else. For instance, if you say to a man that it is wrong to steal, and he says, "O, I don't know about that," don't argue with him—no use, it is a waste of time—search him, and you will probably find the reason in his pocket. Then, next to clearness of statement, I would put condensation—that is, the saying of a good deal in a few words. The epigram is valued because it condenses a great deal into small space, and that which people can remember easily has more weight than that which it is difficult to remember, that is, that which is too long to remember. The maxim has been valuable through all history, the proverb has been a clear brief statement of a truth. Now I have had some experience on this subject. I have been trying for many years to point out the need of reform; I have tried to show that an abuse taken in its beginning was more easily remedied than when full grown, and I have upheld a proverb of Solomon's: "The wise man foreseeth the evil and hideth himself, but the foolish pass on and are punished." Now it is a great thought, a very important one, and it is beautifully expressed, but I used it for years and it fell, as it has fallen this afternoon, on an unappreciative audience, and so I condensed it so as to

make it more easily remembered, and I saw at once that in its condensed form it was more quickly received and more firmly held, and in its condensed form it reads like this, "The wise man gets the idea in his head, the foolish man gets it in the neck." Now— (500 words.)



List of New Members

Ella A. Anderson, Chicago.
 Martha Anderson, Ottumwa, Iowa.
 Elizabeth Anderson, Ottumwa, Iowa.
 Flora Beer, Bucyrus, Ohio.
 Irene Bogan, Bucyrus, Ohio.
 Theresa Brady, Ottumwa, Iowa.
 Kate Browning, Evansville, Ind.
 Samuel A. Caraso, Los Angeles, Cal.
 Alta Culbertson, Ottumwa, Iowa.
 Victoria Darrell, Ottumwa, Iowa.
 Frances Dodge, Lyons, Iowa.
 William Dupree, Portsmouth, Ohio.
 Ruth Edmund, Ottumwa, Iowa.
 Agnes R. Fullerton, Marcus Hook, Pa.
 M. J. Gaertner, Martins Ferry, Ohio.
 C. A. Glover, Lincoln, Cal.
 Dorothy Hailey, Leacombe, Cheshire, England.
 Leland Headland, Seattle, Wash.
 Lynette Herrington, Ottumwa, Iowa.
 Earl Himes, Portsmouth, Ohio.
 Anton H. Jensen, Blair, Nebr.
 Nellie Jones, Ottumwa, Iowa.
 John Kass, Menominee, Mich.
 Emma V. Larson, Seattle, Wash.
 Ruth L. Lea, Danville, Va.
 Marie Mahaffy, Sandstone, Minn.
 Gladys Martz, Bucyrus, Ohio.
 James Nevin, Ottumwa, Iowa.
 Nellie L. Nusser, Bucyrus, Ohio.
 Eugene Parker, Ottumwa, Iowa.
 Irene Paroz, Massillon, Ohio.
 Ruth Partlow, Ottumwa, Iowa.
 Frances Effinger-Raymond, San Francisco, Cal.
 Blanche Reid, Moberly, Mo.
 Walter Schafer, Ottumwa, Iowa.
 John Simon, Portsmouth, Ohio.
 Arthur Smith, Anfield, Liverpool, England.
 Rupert P. SoRelle, New York City.
 Amos Thornton, Washington Court House, Ohio.
 Marion E. Whitney, Brockton, Mass.
 S. T. Willis, Ottawa, Ont., Can.



"To have one's mentality stirred by the passion for expansion; to be dragged out of the narrow rut of ignorance; to feel one's life grow larger, wider and fuller—this is success."

* * *

Nothing is denied to well-directed labor.
 —Sir Joshua Reynolds.

L'Envoi

(With apologies to Rudyard Kipling)

"When Earth's last letter is written and
 the scratch of the last pen is stilled,
 When the oldest ribbon has faded and the
 youngest typist is killed,
 We shall rest and *faith we shall need it;*
 lie down for an aeon or two,
 With never a shrill alarm-clock to set us
 to work anew."

"And those who were neat shall be happy,
 they shall sit on a cushioned chair
 Each weary and separate 'steno' so cum-
 bered about with care;
 They shall have real leisure to draw from,
 with never a telephone's call,
 And their heads shall have ceased from
 aching and never be tired at all."

"With never an agent to gossip and never
 a boss to blame,
 And no one need scrimp on pennies or care
 for her business fame,
 But each for ever and ever, in a separate
 star alone,
 Shall Do The Things She Has Longed To,
 In Time That Is All Her Own."
 —Lucy McMechan, London, Ont., Can.



Kind Words

I find the *Writer* to be more and more
 valuable as time goes on, and feel that
 I cannot go without it. It has certainly
 cheered me over many rocky places, and
 I attribute much of my good fortune to
 it.—Oscar P. Stooks, 190 State Street,
 Brooklyn, N. Y.

* * *

I enjoy reading the *Gregg Writer* and
 get a great deal of useful information from
 it. I think every progressive Gregg stenog-
 rapher would do well to subscribe.—
 Florence Gilbert, Rio, Wis.

* * *

I have taken the *Gregg Writer* for one
 year, and wouldn't be without it. The
 articles are so interesting and full of use-
 ful information that if one wants to be-
 come an expert in Gregg Shorthand he
 needs your magazine.—Andrew Plantinga,
 Whitinsville, Mass.

A Discrimination

(The key to this plate will be given next month.)

Handwritten text in Gregg shorthand, consisting of approximately 20 lines of cursive script. The text is written in a fluid, connected style characteristic of Gregg shorthand. The final line of the text includes a small signature or mark.

The New President of the Chicago Law Reporters' Association —Fred H. Gurtler

AT the last annual meeting of the Chicago Law Reporters' Association the Association showed its faith and confidence in Mr. Fred H. Gurtler and paid a high tribute to his skill as a reporter by electing him to the presidency. It is a signal honor to come to one of his age and experience.

Mr. Gurtler, who is a member of the reporting firm of Gurtler, Lockwood and Johnson, Chicago, is well known to the readers of the *Gregg Writer* as the editor of the Reporters' Department. He entered the reporting profession in May, 1908, in a short time built up a very large reporting business, and is considered one of the most skilful reporters in Chicago—or the Middle West. And, it may be mentioned incidentally, to work up a big reporting business in Chicago is about as convincing evidence of merit as can be produced, since the reporting business in that city is on a competitive basis and the reporters doing the best work get the business.

Mr. Gurtler first sprang into national prominence as a shorthand writer when he won the famous Miner Medal in the fifth international shorthand speed contest in Washington, 1910. He exceeded the previous record on non-court matter in the international contests by twenty-three words per minute. The Miner Medal had been bitterly competed for by the best shorthand writers of the world, had been won twice by England and once by America. This contest was to decide the final award of the medal. Mr. Gurtler's winning of it permanently created a sensation in the shorthand world, for he had hardly been heard of up to that time, and at that time the possibility of a non-Pitmanic

writer winning the medal was never dreamed of by the writers of old-time systems.

Before taking up Gregg Shorthand Mr. Gurtler had previously written the Munson system for about a year, but becoming dissatisfied with it, he began to study Gregg Shorthand at Zion City, Illinois, under the direction of Mrs. Judd. Later he went to Chicago where he became a stenographer in the office of Armour & Company, and afterwards secured a posi-

tion as instructor in Gregg School, Chicago, where he remained six months, leaving to take up the work of shorthand reporting in May, 1908. The following April he entered the fourth international shorthand speed contest in Providence, Rhode Island, and established a world's record for speed for one of his age and experience—218 words per minute. He had then had but four years' experience as a shorthand writer—and one year of that was with a different system.

FRED H. GURTLE

In this contest he was pitted against some of the most expert and fastest writers of the world, including such writers as Willard Bottome, W. L. Ormsby and Clyde H. Marshall, reporters of the Supreme Court in New York City, and Miss Nellie Wood, official reporter in Boston. The following year, although actively engaged in reporting and having no time for special practice for the event, he entered the international contest again and won the Miner gold medal permanently, exceeding by twenty-three words per minute the previous record on the class of matter dictated.

Mr. Gurtler has been an active member of the Chicago Law Reporters' Association for several years. He has had wide experience in reporting of all kinds, and

his work has carried him to nearly all parts of the United States. He has reported the conventions and meetings of medical, dental, chemists', electrical engineers', manufacturers' and fraternal associations and his work has covered practically every phase of human activity. Mr. Gurtler was one of the staff of reporters engaged to report the proceedings of the National Republican Committee and the Credentials Committee. This is said to have been one of the most exhausting and nerve-racking reporting jobs ever known. He is also an active member of the Chicago Association of Commerce.

Mr. Gurtler's career has special interest for teachers because he was once a teacher himself. In his talks at conventions, he never fails to lay stress upon the splendid

training for reporting work that he got as a teacher. In the first place, it trained him to write a beautiful style of shorthand. He employs the principles of the system with a degree of accuracy that is rarely found among reporters generally. He laid the foundation for his skill and speed as a shorthand writer while he was a teacher. The accuracy of his work—a quality in shorthand writing that was undoubtedly impressed upon him in his teaching days—has made him one of the best reporters in the country.

We congratulate Mr. Gurtler for this fine recognition of his worth by his fellow workers; and we congratulate the Chicago Law Reporters' Association on electing a president of such ability.



Review of "Remington Notes"

THAT interesting and inspirational magazine for stenographers, *Remington Notes*, comes to us this month in an entirely new and artistic dress. The cut of the cover furnished by the Remington Company, which we take pleasure in presenting, does not nearly do justice to its beauty.

The magazine is printed in two colors and is not only typographically beautiful, but is always brimful

of news and articles of interest to stenographers and typists. This number contains two articles that are of particular interest to our readers. One is entitled "Drops in the Bucket of Stenographic Success" by Harold H. Smith, a Rational operator and Gregg writer, and another illustrated article about Miss Salome L. Tarr, who won world-wide fame as Governor Wilson's stenographer.



THE only hope of preserving what is best lies in the practise of an immense charity, a wide tolerance, a sincere respect for opinions that are not ours.—*P. G. Hamerton.*

Postcarditis

In this department we will publish each month the names of the writers of Gregg Shorthand who desire to exchange postals "written in shorthand" with other writers of the system in any part of the world. Every applicant must be a subscriber to this magazine. Names are not repeated after first publication. The application for enrollment must be written in shorthand with the name and address in longhand. Conducted by Merritt Brown, care of Gregg Writer, Chicago, Illinois, to whom all communications relating to this department should be addressed.

THE special requests are mentioned in the following directory. We have only one message not included—an apology from Mr. Harry L. Loop, Jr., of West Philadelphia. In his recent change of address his correspondence has suffered somewhat. It will hardly be necessary to ask his fellow members' leniency. That is assumed when we join the "clan."

The New Members

Law

May E. Pinn, Evansville, Wis. (Would like to hear from stenographers, especially those in Butte, Mont.)

Lola Henion, Litchfield, Minn. (Would like to hear from those doing law, banking and real estate work, also Civil Service employees.)

Railway

Herman Bauer, 750 Glendale St., Salt Lake City, Utah. *Oregon Short Line.*

W. V. Gardner, Room 1161, 50 Church St., New York City. *Erie R. R.*

Manufacturing and Building Supplies

D. C. Duella, 218 N. Grant St., Chanute, Kans. *Ashgrove Lime & Portland Cement Co.*

Elizabeth E. Miller, care Wallace Stone Co., Bay Port, Mich.

Plato H. Taylor, 5237 Jefferson Ave., Chicago. *Crane Co. [Elevators.]*

Teachers

C. W. Pratt, Cottonwood Falls, Kans. (Prefers cards showing artistic views of scenery, either mountain, lake, or forest.)

Students

Robert Campbell, 421 N. Sixth St., Terre Haute, Ind. *Brown's Business College.*

Earl M. Cornwell, Park Rapids, Minn. *High School.*

Kenneth Fitzgibbon, 829 State St., Watertown, N. Y. *High School.*

Irene Francis, 710 N. 83d St., Seattle, Wash. *Wilson's Modern Business College.* (Prefers views.)

Grace Hoy, Cedar Rapids Business College, Cedar Rapids, Iowa.

Beatrice N. Jones, 141 S. Elm St., Ottumwa, Iowa. *High School.*

Ora Hoy, Cedar Rapids Business College, Cedar Rapids, Iowa.

Frances Kelleher, 338 Maple St., Marlboro, Mass. *Marlboro Business College.*

Didier A. Landaiche, St. Stanislaus College, Bay St. Louis, Miss.

James W. Long, Jr., Williamsport, Md. *Washington County High School.*

Margaret Loughlin, 261 Church St., Marlboro, Mass. *Marlboro Business College.*

Matilda Sorey, Highley, Ariz. *Mesa Union High School.*

Agnes L. Lyons, 87 Essex St., Marlboro, Mass. *Marlboro Business College.*

Josie Squire, Cedar Rapids Business College, Cedar Rapids, Iowa.

L. E. Squires, 3112 S. Eighth St., Tacoma, Wash. *Beutel Business College.*

Miss Wilda Wise, Cedar Rapids Business College, Cedar Rapids, Iowa.

General

Catherine Amato, 33 Prospect St., Norwalk, Ohio. (Would especially like to hear from Italian writers of our system, but will answer all cards.)

Alma J. Berg, 206 Seventh St., Wausau, Wis. (Desires views of high schools, especially.)

Sadie Aronson, 13 George St., Chelsea, Mass.

Hazel Bennette, 1149 Depot St., Calumet, Mich.

Harold Carey, St. Norbert's College, West DePere, Wis.

William Dupree, Bertha, Ohio.

Lulu Jacobson, 1928 Washington Ave., Racine, Wis.

Etta Kotzen, 17 George St., Chelsea, Mass.

E. R. Leonard, Montrose, Colo.

I. G. Marchand, St. Norbert's College, West DePere, Wis.

Virginia McKinley, 222 W. Broadway, Mishawaka, Ind. (Prefers views.)

Kathleen O'Hara, 544 Sloan St., Peoria, Ill. (Would like to hear from writers in Colorado and Massachusetts.)

Bert B. Perkins, R. F. D. 4, Monticello, Minn.

Francis Sebold, 16 Boone St., Cumberland, Md. (Is especially interested in dams, bridges, wireless stations and light houses.)

Meredith Staub, Market and Fourth Sts., Frederick, Md. (Will reply to all cards received, but would like to hear from South America in particular.)

Justin Whelan, 1517 Otto Blvd., Chicago Heights, Ill.

The Gregg Shorthand Association

Will Hold Gregg Shorthand Silver Jubilee.—Letter From Pres. Gurtler

THIS year being the twenty-fifth year since Gregg Shorthand was published in pamphlet form in England and the twentieth year since its publication in America, it seems fitting that the Association of Gregg Writers should appropriately celebrate this memorable occasion. Gregg Shorthand is so facile, so graceful, so symmetrical, so complete, and the execution of the beautiful forms is productive of so much pleasure, that we are sure that every Gregg writer will feel it a privilege to participate in this event. I am sure that every writer feels grateful for the production of a system that enables him to do his work so effectively—feels that his life is ennobled from the constant writing of artistic characters. A practical example of this is the very noticeable friendliness, the fraternal sociability and the personal interest that exists among all Gregg writers. In future years those of us who now write Gregg Shorthand will look back with exquisite pleasure upon the Silver Jubilee of Gregg Shorthand if we make it a conspicuous success—or with apologetic remorse if we fail to do so. You don't want to apologize! I don't! So I appeal to you to put your heart into the organization of a celebration that will go in the history of shorthand as the most notable celebration of its kind.

You can do your part by giving your moral and financial support—by putting your shoulder to the wheel and working to make it the success that it ought to be. The latter consists in sending one dollar for membership fee for one year to the secretary, and the former consists in getting as many other people to become members as possible in order to spread the "festive spirit" at the coming convention. We need your co-operation, not only the co-operation of the writers in America but in every country, and we feel it will forever be a source of satisfaction to you to co-operate with us in the celebration.

The Executive Committee is arranging a program worthy of the occasion, and its Chairman, Mr. George H. Zimpfer of the Cream City Business College, Milwaukee, Wisconsin, will be glad to answer any

questions you may wish to ask him concerning our plans.

The membership fee of one dollar will entitle you to a copy of the proceedings of the convention. Whether you are able to attend the entire convention or not you will want the opportunity to read the full report of the entire proceedings. Besides a printed report of the proceedings we will publish as an appendix a list of all the members of the Association, and this list will be known as the "Silver Jubilee Roll." It will be a distinction to have your name on that roll. If you are merely a student in school you should by all means get your name on this roll. In a few months you will be an active worker in the Gregg army of stenographers. We want this roll to include everybody that knows Gregg Shorthand—students, schoolmen and women, teachers, reporters. We don't feel that we have to present any argument in favor of joining the Association to teachers or practical writers of the system. In ten years the present members will occupy the unique position and have the singular honor of being among that class of people who can impartially and fairly investigate a thing meritorious and when convinced of its worth adopt it regardless of what others may think. It seems to us if the fee were twenty-five dollars it would behoove every Gregg writer in the world to become a member this year if never before or not again for twenty-five years. You want to have a voice in and lend assistance to this movement which will in a measure show our appreciation and gratitude to the inventor of the system we write.

While you are thinking, send in a dollar to Miss Pearl A. Power, care West Chicago Park Commissioners, Chicago. We want your action within fifteen days at the outside. The Association is dependent for its funds upon membership dues, and we must have quick response to enable us to make and carry out plans for an appropriate celebration.

Won't you send a dollar to-day?

(Signed) FRED H. GURTLE,
President.

Connecticut Shorthand Championship Again Won by a Gregg Writer

FOR the second time in succession the Connecticut School Championship Shorthand Speed Contest for the Monroe Medal, presented by W. I. Monroe, Waterbury, has been won by a student of the Meridan High School. The contest was open to students of both public and private schools who began the study of shorthand since September, 1911. Some surprise was expressed last year when a student in a high school, Miss McCarthy, of the Meridan High School—and the only writer of Gregg Shorthand in the contest—won the contest, as it was thought that the high school students would not have any chance of success in competition with the students in private business schools where more time and attention is concentrated on shorthand.

Last year Miss McCarthy won the contest on the 80-word test, making but three errors. This year the contest attracted a large number of contestants, there being twenty-one actual entries for the shorthand contest—nineteen Pitmanic writers and two Gregg writers. Seven attempted the 100-word test with the following results:

First: Mathilda Bedigie, Meridan High School (Gregg Shorthand), 3 errors.

Second: Ethel Neachen, Shelton High School (Pitman), 13 errors.

Third: Helen Barker, Meridan High School (Gregg Shorthand), 14 errors.

The other contestants on this test made 21, 25, 38 and 49 errors respectively. Miss Bedigie's wonderful accuracy, only 3 errors in 500 words—99 2-5 per cent perfect—and especially on straight literary matter, was commented on most favorably. The matter used in the 100-word test (which will be found in the O. G. A. department as the test exercise for this month) was from an unpublished speech by William J. Bryan. It would be interesting to have this counted out and dictated to students at the rate given in the Waterbury contest, and to compare the results with those obtained in the contest. Miss Bedigie made but three errors. She omitted the word "O" in the sentence, "O, I don't

know about that," wrote "feeling" for "valued" and "matter" for "need." The matter is not by any means easy neither is it extraordinarily hard—it is just good material to test the writers' ability; but any one who can write 100 words a minute on this kind of matter would have little difficulty in a business office where the vocabulary is much more simple and the phrasing possibilities greater.

Miss Bedigie's accuracy according to the rules adopted was only 97 per cent perfect, but in reality on the percentage basis was 99 2-5 per cent. The rules state: "For each error in transcribing will be deducted 1 per cent. The speed at which the dictation was given will be counted as the gross speed in the contest." The gross speed under this rule being 100 words a minute, three errors would give a grading of 97 per cent.

Dictations of five minutes each were given at 80, 90, 100, 110 and 120 words a minute and were read by Dr. Edward H. Eldridge of Simmons College, Boston, Mass. The dictations followed one after the other with brief—very brief—breathing spells after each.

Mr. J. N. Kimball, who has managed practically all of the international type-writing contests in New York, had charge of the contest and performed his duties in his customary brilliant manner. No type-writing or shorthand contest of any kind would now be complete unless it was directed by the able hand of J. N. Kimball. Everything went off without a hitch and the results were ready to be announced before the program of the association had been completed.

As showing the tremendous interest manifested in the contests, fourteen different schools were represented. The high schools of New Britain, Meriden, Shelton, Central District, Derby, Farrington and Bristol all sent contestants. In addition to these there were seven important private business schools represented.

We extend congratulations to Miss Bedigie, Miss Barker, and to their teacher, Miss Elwell, for their brilliant success.

The great success of these contests and the increased speed shown in the shorthand contest suggests the thought that the schools of other states might do well to imitate the example of Connecticut in holding a contest of this kind. Last year the shorthand speed was eighty words a minute with only three errors. This year it was increased to one hundred a minute with only three errors. Contests of this kind cannot help but be of great benefit to the students. They lend an interest to the shorthand work that otherwise would be lacking. They tend to obtain better results all around.

The Typewriting Contest

Great interest is noted in the typewriting contest—or rather in the two typewriting contests, one for the School Championship of Connecticut, and the other for the State Championship. The former contest was open only to those who had begun the study of typewriting “in a bona fide public

or private school” since September, 1911. Mr. James E. Colgan of the Waterbury Business College, operating an Underwood machine, won both championships with a total of 1,980 words, or a net speed of 66 words a minute. Miss Lura D. Wooster, operating a Remington machine, won second place with a total of 1,970 words, or a net speed of 65 2-3 words a minute.

The Underwood Luncheon

After the morning's program had been disposed of, the members of the Connecticut Commercial Teachers' Association and the contestants were invited to a luncheon given by the Underwood Typewriter Company at the Hotel Elton. “Banquet” would be a much more appropriate title, however, for the splendid spread that was served. Mr. C. V. Oden, school manager of the Underwood Typewriter Company, was the toastmaster and in a brief speech welcomed his guests.



Capitalize Courtesy

By Frances Effinger-Raymond

THE owner of a business that has grown from an obscure store to an immense concern, with branches in every city in the United States, states that he has won by capitalizing courtesy. At the outset, he appreciated that good manners and a pleasant way cost nothing and at the same time yield a rich return. He based his whole business, as it expanded, on this idea. His clerks and salesmen were drilled to have a smile, a thank you, a winning manner with customers. No matter how unreasonable and rude others might be, they were never to lose their tempers. He kept his employees under vigilant observation, set traps for them to test their self-control, till it became known that the best road to advancement in his service was along the line of courtesy to the public.

Courtesy has a profound effect upon business, not only of the humblest but of the largest kind. A man who meets a kicker graciously and seems intensely in-

terested in adjusting every grievance usually sees the kicker slink away shamefacedly never to return, unless he return as a cordial friend. Chesterfieldian manners and a low voice generally abate rudeness and the most vicious roar. A courteous business, as personified in its employees, always enjoys a well deserved popularity; the reputation of being a kind of corporate good fellow. If such a house, or its individual members, seek any reasonable privilege or concession there is no club hiding for it. That business is unwise that rides rough-shod over its clients or its customers. The people-be-damned attitude is no longer possible; a touch of kindness, even if it be selfish, is never thrown away. A world of trouble could be avoided by just a little tact and courtesy. We all have to live together and work together and our mutual relations will be made far more agreeable and remunerative if we capitalize courtesy, for it is a big business asset.

The GREGG WRITER

A Monthly Magazine Devoted to Shorthand, Typewriting and Commercial Education

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Business Women Have Risen from Stenographic Positions

MOST of the stories of success built on shorthand as a stepping-stone are told of men. It is therefore rather refreshing to note numerous instances lately, as recorded in the newspapers, of women who have graduated from the stenographer's desk to positions that are rated by the world in general as something higher. The variety of the lines of work these women are engaged in shows that there are opportunities on every hand, and that not only do women stenographers adapt themselves with perfect ease to their new work and become eminently successful in it, but respond to the opportunities for advancement as readily as men do.

The *New York Times* recently contained an article showing that there are a large number of women lawyers in New York, and that they have proved equally successful as men. One of the really big architects of New York is a woman.

Of course, there is nothing particularly startling in these facts to men who know, because the qualities of mind that make one successful in any profession are just as apt to be found in the feminine mind as in the masculine.

The thing that causes it to excite comment is that women are invading the professions that from time immemorial have been usurped by men. That fact was amusingly illustrated in the recent examination for C. S. R. in New York. It was evident that the examiners and the Board of Regents never dreamed that a mere woman—in New York at least—would aspire to the position of court reporter. All the reporters that they knew about were men. So the regents' diplomas, as told in another article in this number, were worded with that idea in view. Some consternation was excited when a woman, the only candidate, presented herself for examination, and brilliantly passed the severe test.

How one woman rose from tapping typewriter keys to the unique position of literary broker is told in the *New York Press* of February 2:

The roomy and charming home of Miss Holly, manuscript broker, on Long Island Sound, has a typewriter as its corner-stone. The writing on its substantial walls is a system of stenography. For it was with no other equipment than the knowledge of how to use these, in combination with an ordinary high

school education, that Miss Holly has advanced to the rank she holds to-day.

Miss Holly came to New York as a young girl with no other definite intention than that of making a living and a success. Through what means she did not know. To-day she spells her alphabet from stenography to success. Her first position was in the office of the publishing firm of Dodd, Mead & Co.; her salary the munificent sum of \$10 a week. She determined, however, to mean something more to the firm than a name on the pay roll. She would be recognized by them as an individual, one capable of thinking originally and working intelligently. The result was her promotion within a few months to the staff of the *Bookman*, the magazine published there.

But the real test came a little later, when she was handed some sheets without a title page and in an unfinished state. "Take this manuscript," she was told, "and tell us your opinion of it."

This was a staggering request to the young woman who had only recently been a stenographer. But if Miss Holly has one rule it is this: Go ahead and do the thing you are told. Waste no time in questioning your ability. Do it.

So she examined the book to the best of her critical ability and reported that it had certain merits which should make it a "best seller." That novel was "Janice Meredith."

Miss Holly's contact with manuscripts and authors and a study of their methods of marketing their products gave her an original idea—"why not become a literary broker?" With her to conceive the idea was to act. She embarked in business for herself, and has become one of the most successful literary brokers in the country. The success of her work proves that there was need for the service she rendered. "There is not big money in the business," said Miss Holly, "but there is a comfortable living in it, and a better one than a salary gives."

In an article in the New York *Herald* of February 2, several other high-salaried business women who got started on their careers through stenography are mentioned. The article paid a fine tribute to Miss Mary Orr, who is now a director of the Remington Typewriter Company. The reason for the unprecedented step of making a woman director of a larger corporation, as given in the official record of the company at the time, sufficiently explained why Miss Orr has attained her extraordinary success:

"Her information, efficiency and good judgment and the absolute dependability with which she has always discharged her duties serve to render her the most avail-

able person in the employment of the company for election to one of the two new directories. To the best of our knowledge and belief, she is the first woman ever elected to a Board of Directors of a great corporation."

Miss Anna L. Ament is another who emerged from stenographer to business woman. Miss Ament is private secretary to Gage E. Tarbell, real estate man, who was formerly an official of the Equitable Life Insurance Company. While Miss Ament was with the insurance company, she was credited with a salary of \$12,000 a year, and she says that she finds the real estate business fully as remunerative.

She also gives some common sense advice to those who expect to win fame and fortune in business life. "Most women who enter the world of business do not take their work seriously enough," says Miss Ament, "they are not really interested in the work of the office. So many girls, and young men, too, are afraid to do something that they regard as not quite so important, not so high class, as they might say, as the work for which they have been particularly employed. Then, too, although they complain that there is not opportunity to rise, or to obtain more salary, they are unwilling to stay after hours when the occasion demands it, or to do anything more than exactly what their salaries in their opinions call for. In a business office the useful woman, or man either for that matter, is she who takes as much interest in the business as the owners, who eagerly masters every detail, who sees no degradation in turning her hand to any sort of office work that may be needed for the moment, even though it is a step lower than her normal position, and who is not afraid to make sacrifices of her own convenience as to time and so on to serve her employer."

Miss Katherine Harrison, who was the private secretary of the late H. H. Rogers, was credited with the princely salary of \$40,000 a year. She was also credited with knowing all the secrets of the Standard Oil, and when put on the witness stand proved herself exceedingly expert in the difficult science of answering politely without telling anything, thereby proving that woman can keep secrets.

Miss Mary Kihn, the confidential sec-

retary to George W. Perkins, is credited by many who know her, with a salary at least equal to that of Miss Harrison. She has been in the employment of Mr. Perkins since her childhood. Her work in the Perkins office includes everything that there is to do to relieve a very busy man of the pressure of business, and it requires a high degree of intelligence and faithfulness.

Twelve years ago Mrs. Leona M. Wills entered the Government service at Washington at a minimum salary of \$600 a year. As assistant clerk of the Appropriations Committee, she now draws a salary of \$3,500 a year, and is one of the highest salaried woman employees of the government—which goes to show that even with Uncle Sam, who pays low salaries compared with those paid by business men, there are openings for advancement.

One of the best paid humorous writers on "Judge"—whose name escapes us for the moment—is a woman who started as a stenographer out in a little Ohio town. She advanced from stenographer to correspondent, tried her hand at authorship and soon won the fame that attracted the attention of the magazine that now employs her.

Women do not usually enter the field of stenographic work with the idea of making it a stepping-stone to something else as men do. They expect to be stenographers until they are ready to retire from business life entirely; but the truth of the matter is that there are almost as great opportunities for women as for men in the profession. It all depends upon the woman—as it does upon the man. The opportunities are there. Not all professions are adapted to women, but the wide range of work adopted by women illustrated by the foregoing examples shows its possibilities. Intelligence, faithfulness and hard work bring to women the same opportunities that are open to men.



The President's Stenographers

THE magazine was all ready for the press when we read the following article in the *New York Times*, and we have delayed the publication a day in

order that the news may be given to our readers:

Picks Star Stenographers

WILSON TO HAVE C. L. SWEM, ONE OF THE FASTEST IN THE WORLD.

(*Special to the New York Times.*)

Trenton, Feb. 25.—Charles L. Swem will be chief stenographer in the White House after March 4. Swem is just 20 years old, and one of the fastest and most accurate stenographers in the United States. He holds the world's record for accuracy, and holds third place for speed.

Swem went through the Governor's campaign with him, and demonstrated his ability as a stenographer time and time again. He and Salome Tarr, the girl stenographer, who is just about his age, are wonders in the stenographic line, according to the testimony of all the reporters who have watched them. Swem will take to Washington a little woman who looks like a schoolgirl, and who is his wife.

Warren Johnson will go to Washington as an assistant to Secretary Tumulty. He is one of the stenographers in the State House here and assists Miss Phillips, the invaluable chief of that department, who is so efficient that Governor-to-be Fielder insisted on keeping her there and not having her transferred to Washington. Aside from these two appointments there will be no change in the stenographic staff of the White House. Mr. Taft's stenographers will be retained.

As is well known, Mr. Swem, Miss Tarr and Mr. Johnson are all writers of Gregg Shorthand. We extend our congratulations to these young writers on their advancement to positions that open up such wonderful possibilities.



The Forward Movers

HERE are some recent news items in pithy paragraphs:

Mr. Charles L. Swem (a writer of Gregg Shorthand), who is not yet twenty years of age, appointed chief stenographer to the President of the United States.

Mr. Warren F. Johnson (a writer of Gregg Shorthand) appointed stenographer to the Secretary to the President of the United States.

Miss Paula E. Werning (a writer of Gregg Shorthand) wins the first C. S. R. (Certified Shorthand Reporter) certificate granted after examination by committee of reporters.

Miss Mathilda Bedigie (a writer of Gregg Shorthand) wins shorthand speed contest for school championship of Connecticut in competition with nineteen writers of other systems.

Highest honors in shorthand examinations of Technical Colleges of Queensland, Australia, won by writers of Gregg Shorthand.

Editorial in *Collier's Weekly*, entitled "One Who Emerged," about the famous author James Oppenheim, in describing his work as a stenographer before he became an author, says: "No sprint of foot or cerebation could outpace that competent young stenographer." Mr. Oppenheim is a writer of Gregg Shorthand, and when he was but fourteen won a contest for students conducted by us. An article about his remarkable career will appear in an early issue of the magazine.

Every day brings news like this about the advancement of our writers—and yet we suppose we do not hear about one-half of them.



Brevities

You surely will want to win some of the prize money offered in the "Business Letter Contest" announced in the January number. Page 270 gives full particulars.

If you haven't read about the cash prize "Business Letter Contest" in the January number, "do it now"! Page 270.

* * *

The "Y and E" Idea for February, the house organ of the Yawman & Erbe Manufacturing Company of Rochester, makers of filing equipment, contains an illuminating article on the subject of "Selling to the Commercial School," by Mr. Rupert P. So Relle. It shows how the co-operation of manufacturer and schoolman in seeing that commercial students are trained to the use of the most modern labor-saving devices can be made to work out to the decided advantage of all concerned.

* * *

We note with considerable satisfaction that many teachers are availing themselves of the opportunity to secure the teacher's certificate by mail. The rigid conditions under which the examination is conducted

make it highly prized by teachers, and school managers, superintendents and agencies are now recognizing its value as an evidence of competency. We hope that all teachers will avail themselves of the opportunity to secure the certificate.

* * *

Since the last announcement, Teachers' Certificates have been issued to the following:

Abbie A. Kamber, Colorado Springs, Colo.
Margarete Bettendorf, Coffeyville, Kansas.
Alice G. Smith, Leominster, Mass.
Bertha M. Holtgrewe, Lincoln, Nebr.
Ralph H. Timmons, Lincoln, Nebr.
Mabel C. Hogue, Lincoln, Nebr.
C. Spurgeon Spalding, Lincoln, Nebr.
Roland M. Frost, Lincoln, Nebr.
Verdie A. Dyar, University Place, Nebr.
Olsie May Anderson, Lincoln, Nebr.
Gladys Waddle, Aurora, Nebr.
Lorena Wilcox, Lincoln, Nebr.
Nellie A. Thompson, Lincoln, Nebr.

* * *

In New Zealand Mr. J. Wyn Irwin, of Christchurch, is maintaining the leadership of the Forward Movement in that progressive country, and is doing great work on its behalf. Mr. Irwin is one of the pioneers of the shorthand progress in that part of the world, and we are constantly hearing of the good work he has done.

* * *

The commercial teachers of high schools in Aurora, Ill., and nearby cities met in the Aurora Business College in January for the purpose of organizing a Commercial Teachers' Association. Before the meeting they were the guests of the college at a luncheon. Commercial teachers and superintendents in all institutions in Kane, De Kalb, Will and DuPage counties will be invited to join the association. At the first meeting Mr. Hubert A. Hagar gave a talk on "From Theory to Practice in Shorthand." Miss Maud Whitmore, teacher of the Commercial Department of Batavia High School, read a paper on "Penmanship and Spelling," and G. T. Hamilton, teacher of bookkeeping of East Aurora High School, read a paper on "How I Teach Bookkeeping."

The meeting was attended by superintendents, teachers and school managers, and a permanent organization effected. The next meeting will be held March 15 at the East High School, Aurora.

The Freeport (Illinois) *Bulletin* recently contained a very interesting account of the "House of Morgan"—the banking house of which the great financier J. Pierpont Morgan is the head. The part that deals with how Mr. Morgan dictates is of particular interest. The *Bulletin* says:

He is a very rapid reader and he wades through his correspondence at high speed. For many years he has had the same stenographer, James Webster King. Mr. King is English, white-haired, about fifty-eight years old, quick of speech and quick of foot. He occupies a desk in the outer office among the rest of the clerks, but he has a private office upstairs. When Mr. Morgan wants to dictate anything, King hops down from his stool, and the banker fires away. Mr. King has another stenographer, a man about twenty-five years old, to assist him. Most of Mr. Morgan's letters are dictated by King to this second stenographer, but the private and personal matters are handled entirely by King.

It is a sight to see Mr. Morgan dictate to Mr. King. The banker is never at a loss for a word or a phrase. He chops out his sentences at a speed of about 150 words a minute. When he talks his whole face works. His cheeks move, his jaws go up and down, the skin on his forehead rises and falls, and his muscles are in constant agitation.

There are no women employees in the Morgan banking house. This is one of the few Wall Street establishments which the petticoated person of business has not invaded.

* * *

The students of the commercial department of the Portland (Maine) High School have a unique organization. It is called "The Commercial Club of the Portland High School" and was organized in 1910 by Mr. Leon A. Winslow, who was then teaching in the high school. It was Mr. Winslow, it will be remembered, who won the first Gregg Teacher's Silver Medal. The club sprang into instant popularity and the members ran up to two hundred. Prizes were offered for the best compositions on such topics as "The Visit to the Sunday Telegram Plant." The idea of the club was to arouse an interest in commercial matters, to visit commercial houses of interest, and to get the pupils personally acquainted with one another, so when they go out into the world after completing their school days they will be able

to help one another in getting positions or otherwise. Talks by business men are arranged to give valuable hints on the inside of business life and to enable the members to form an idea of what will be expected of them when they go out into business life.

Mr. W. E. Chapin, the present teacher of commercial subjects in the school, is thoroughly in sympathy with the club and has been a valuable factor in promoting its interests. He makes it a point to become acquainted with as many business men as possible and to keep in close touch with the development of business methods. The idea of the commercial club in the high school is one that ought to grow. It can be the means of vast good.

* * *

El Mundo Taquigrafico (*The Shorthand World*) published in Madrid and edited by L. R. Cortes, pays a very nice tribute (in Spanish, of course,) to the *Gregg Writer*. *El Mundo Taquigrafico* contains some very scholarly discussions of shorthand problems that are now engrossing the attention of the Spanish people.

* * *

One marked feature of educational progress in recent years has been the greater attention given to the teaching of commercial subjects in the public schools. At the present time the school authorities in many large cities are making careful investigations regarding the actual results accomplished in teaching shorthand and typewriting. Such investigations are helpful to the schools, the teachers and the students, and incidentally they are conducive to the adoption of more advanced methods.

Some private commercial schools in large cities are beginning to make a feature of night school courses of study for stenographers who wish to prepare for expert work, either in reporting or as private secretaries. There is a great field of usefulness and of profit in this direction. but it is not yet fully appreciated by school managers.

SOME men are ninety-nine per cent start, and one per cent finish.

Typewriting and Office Training

A Clearing-house of Ideas for Typists and Office Workers. Conducted by
Rupert P. SoRelle, 1123 Broadway, New York, to whom
all communications relating to this department
should be addressed.

Talks on Office Training

The Seventh Step—The Composition of Business Letters—(Continued)

The "Human" Qualities—"Tone"

WE now come to a consideration of those general qualities in a letter that make it effective, and the first of these is *tone*. In speaking our attitude toward the one with whom we are speaking is indicated by our voice, our manner, our gestures, our actions. The letter writer is deprived of these aids in expression and must utilize his words, phrases and sentences to express his feeling. But notwithstanding this handicap, the tone of a business letter can be made unmistakable. The tone must be adapted to the circumstances. Generally it can be determined only when the relationship between the persons concerned in the correspondence is known. The character, temperament and disposition of the one to whom you are writing largely determine the question.

If you have a personal acquaintance with your correspondent you will have some idea of what kind of a person he is and be guided by that in your approach and in the general tone of your letter. If your correspondent is unknown to you, you must, of course, form your opinion of him from the letter he writes, and this is not as impossible as it appears on the surface. The writer of a letter reveals unconsciously something of his personality. Something in the way he expresses himself enables you to form an idea of what sort of a person he is, and the accuracy of this idea will be determined largely by your experience and your ability to judge men. Even this impersonal contact will enable you to take a mental attitude that otherwise would be

impossible and influence the tone of your letter.

These elements must all be taken into consideration in determining the tone. The tone of your letter must be sincere. It must reflect a thorough understanding of the proposition on the part of the writer. It must take into consideration the viewpoint of the reader. An effusive or affected tone should be avoided in business letters as it would be in a personal interview. Correspondents often affect a tone of superiority and attempt to display a knowledge that is a positive detriment to a harmonious relationship. Answer sharp and discourteous letters in a friendly tone. Show your correspondent that you are unruffled, amiable, and you will put him in a favorable frame of mind. Experienced correspondents never allow themselves to be drawn into taking a sarcastic tone even though unjust criticism may seem to justify it. A sarcastic letter never does any good. In business it often becomes necessary to refuse a request. Do it in a way that your correspondent will not feel the refusal keenly.

Some writers can "turn down" a request so cleverly, so diplomatically as to make it seem like a favor.

Asking yourself these questions will assist in striking the right tone:

What kind of a man is this correspondent?

How would he like to be approached?

What is the best way to present the proposition?

A Letter Should be Courteous

A business letter should always be courteous. In the rush of modern business

men are often tempted to omit the little amenities in their intercourse with one another that act as oil acts on machinery. There are men who conduct themselves as if they believed discourtesy was an asset instead of a liability; as if to be discourteous was to be businesslike. Their letters are brusque and coldly impassive. But the higher up you go in the scale of intelligence and breeding of men the more courteous you find them. It is politic; it is business. The winning of the favor of other men; of making friends of them, drawing them into close touch—is often of more importance than to sell them goods or to collect an account. Courtesy, as a rule, will exact the same treatment from others. It is a tangible business asset.

Fairness is a Necessity

Fairness is another quality in business letters that should not be overlooked. We cannot be fair if we are completely wrapped up in our own selfishness—and unfairness is usually the direct result of selfishness. The man who wants everything for himself is bound to be unfair in his treatment of those with whom he comes in contact, and especially those who are not his equal in position or power.

In business there is one class of communication in which fairness plays an especially important part—letters intended to adjust differences. Where you are certain someone has suffered inconvenience through your fault, it is not only wise but fair to make a reasonable concession.

To be Considerate is to be Distinctive

To be considerate of those to whom you write is a mark of distinction, because the majority of people who write are inconsiderate. It is inconsiderate to make your letter incomplete so that it will require further correspondence to straighten matters out. It is inconsiderate to omit any information from your letter that will enable your correspondent to attend to the business in hand with the greatest dispatch. It is inconsiderate to address your letter to the wrong department. It is inconsiderate not to give the specific information asked for. These are only a few of the hundreds of instances that might be mentioned which indicate a lack of consideration on the part of correspondents.

The Heart of a Business Letter is Judgment

Business men live in an atmosphere of business. A business letter to be effective must therefore be in harmony with sound business judgment. Put nothing in a business letter that you would not say in an interview. The letter of to-day is quite different from that of even a few years ago. If the writer is trying to sell something he does not now content himself with a few glittering generalities—his ideas are backed by arguments that will appeal to the sound judgment of a business man. Empty phrases have no place in a business letter going to a business man. The business man wants facts, reasons—good, hard, common-sense reasons—for doing this or doing that.

Personality an Asset

Your personality is reflected in your correspondence. Business letters should always carry with them an air of hearty business friendliness. They must make the reader feel good. Some writers seem to possess the faculty of giving honestly due praise in such a way as to make it sound like a criticism. Sincerity and frankness, and the art of reflecting the magnetism of your personality in your letters should be cultivated.

The value of personality in business letters is more appreciated now than ever before. Formerly a business man wrote a letter only when he had to. Now the letter is indispensable and it serves nearly every purpose. The whole character of business correspondence has changed. It has grown more cheerful, more optimistic, more encouraging, more human. The writer who can establish the personal touch, make his correspondent feel that he is a human being and not a machine, has gone a long way in smoothing the road toward advantageous business relations.

Naturalness and a cheerful tone in your letters will do much to strengthen the bond of sympathetic interest. Study your correspondent, his method of thought, his moods, his way of looking at things. If possible, establish a feeling of common interest. Make your correspondent feel that your letter is especially for him. Avoid generalizing when you can be specific.

Originality the Striking Quality

Personality in your letters is reflected in the originality of your treatment—and originality is one of the most valuable qualities a letter can have. Nine out of ten correspondents writing about the same topics will treat them pretty much in the same way. There will be little choice between the letters. They will be commonplace, tedious, monotonous. They will possess all of the elements we have discussed, perhaps, except one—originality. The one thing needed to give them life, vitality, effectiveness is missing.

One reason that business letters as a rule do lack the element of originality is that they are all patterned after the same models. They begin in the same way—"We beg to acknowledge receipt of your favor." Then follows a long list of hackneyed, meaningless "business" phrases. One of the best exercises you can possibly provide for yourself would be to take one of the ordinary dictation books, blue pencil out all the hackneyed, stereotyped, meaningless, monotonous phrases and substitute for them real ideas expressed in meaningful words.

Test Questions on Letter Writing

1. Describe briefly what is meant by "the point of view."
2. Name and describe the principal parts of a business letter.
3. (a) What is the basic principle of "display" in arrangement. (b) Illustrate.
4. Tell briefly the points to be observed with regard to "margins."
5. Give ten important points to be observed to make a letter present a beautiful mechanical appearance.
6. How can the stenographer best prepare to become a writer of letters himself?
7. What is the basis of a letter from the "composition" point of view?
8. What is the most important thing about a letter?
9. How are ideas about business developed?
10. Name some of the things the stenographer must know about business in general before he has the foundation to write good business letters.
11. What is the object of a business letter?
12. What is the most important thing in "style?"
13. What is meant by "style" in writing?
14. What kind of a vocabulary should the writer of business letters possess?

15. How can the writer go about acquiring the proper vocabulary?

16. Name two points that should always be observed in the selection of words.

17. What is the most important kind of words to be used in writing letters?

18. What particular advantage is to be derived from the use of simple words?

19. Why is the short word preferable?

20. What is said about the "sound" and "sense" of words?

21. What is meant by "appropriateness" in the use of words?

22. What is the test to be applied in the selection of a word?

23. Why is the dictionary not always a safe guide in selecting our words?

(To be continued.)

Typewritten Checks

TYPEWRITING checks is a growing custom among many careful Providence business men. It has not yet become general, but it is more the practice to-day than it was six months ago and it is likely to be more popular six months hence than it is to-day. The plan has its advantages and its disadvantages. One thing to commend it is its neatness. A disadvantage is that it lessens the labor of the check forger. Yet at the same time it increases the difficulty of "lifting" a check—increasing the amount named on it. This seems a paradox, a contradiction. Yet there's a reason.

The check typewritten presents the difficulty of matching the type letters, color of machine ribbon and any peculiarities of the type. The work of the check "lifter" consists of altering the sum named on the check to a higher sum. Thus a check of \$20 becomes a check of \$200 by the addition of a cipher to the figures and the alteration of the written word "twenty" to "two hundred." This must be done in such fashion that it will be impossible to distinguish the added words and figure from those first written.

It is easier to imitate handwriting than to get a typewriting machine with letter, shade of ribbon and touch by the operator exactly similar to that on the check—and yet this statement is not altogether true. Bankers are not of one mind concerning the typewritten check. There are honest differences of opinion over the question typewritten vs. written, and there is room

for them. Yet the typewritten check can be made as individual, as distinctive, as any check ever scrawled with pen and ink.

The practice is becoming general, especially in large offices where many checks are drawn in the course of a day, in all parts of the United States, particularly the West. It has been adopted in some of the larger law offices in Providence and

by manufacturing concerns. The State employees receive typewritten checks in payment for their valuable services and city employees paid by check find the amounts they receive are made easily readable through having been printed by a typewriter.

Yet a check in any form will look as good.—*Providence Tribune*.



Typewriting Practice Without a Machine

SOME of the most important work the typist does is away from his machine. That statement will be rather startling to some, but it is true nevertheless. Typewriting is commonly looked upon as a purely mechanical accomplishment, the mental side being regarded as of little consequence. As a result, the average beginner devotes his time to a manipulation of the keys—and oftentimes an aimless manipulation—instead of spending some profitable time in developing the impulses that must precede the movement of the fingers toward the keys. The learning of typewriting has often been compared with the learning of the piano. Hence the following experience of a very noted pianist is of peculiar interest to the student of typewriting:

Mr. Harold Bauer, the celebrated pianist, in speaking of the grind of practice which many pupils think essential to the development of piano technic, said in an interview:

"I have found in my own experience that it is absolutely unnecessary. I was a violinist first, as you know, and the career of a pianist was, in a way, forced upon me after I was grown up. But I have never regretted the time spent with the violin—it taught me how to practice.

"When I realized that I was to become a pianist, I held a consultation with myself. I had practically no piano technic, and I realized that I had not time to go through years of merely mechanical work, so the question was, How to achieve the best results in a limited time? And in working out the solution of the problem I found that properly directed mental work away from the instrument reduced the amount of necessary mechanical practicing to a minimum.

"I made out my programs and picked out of every composition the passages that offered me the greatest difficulties. Upon analyzing these, I found that in every such passage there was one special sticking point, and that when once the right position of the hand for it was

decided upon, all the rest of the passage was simplified.

"This theory I have applied in my teaching with excellent results. Analyze the passage that seems to bristle with difficulties, pick out the most difficult spot—there is always one particularly refractory measure on which everything else hinges; master it, and the position of the hand then practically determines the position of the hand for the whole passage. I encourage my pupils to do as much work as possible away from the instrument, though of course that depends largely upon the student's capacity for mental concentration."—*Musician*, September, 1908.

"Properly directed mental work away from the instrument" can unquestionably be made a big factor in the rapid progress of the student. The first work the beginner can do in this direction is to practice visualizing the keyboard, the different finger divisions, and the line of approach to each key from the guide keys. This should be followed by mentally locating the keys from the guides and in *mentally striking* them, trying to *feel* the movements that are actually necessary in reaching the different keys. After this, practice in writing words mentally can follow. Care should be exercised to keep the mind strictly on the task in hand. Attention also should be given to the "timing."

The writer should make his work energetic and purposeful. The more vivid the impressions of the different locations, as he recalls them, and the actual work of manipulation is made, the more beneficial it will be. Sentence practice can follow this. The work should be done at first rather slowly and with as great mental concentration as possible.

As is suggested by Mr. Bauer in his piano work, the student can afterwards select some particularly obstreperous com-

binations and get them well in hand by the mental process. It will be found then that when the operator goes to the machine for actual practice his power of concentration has not only been increased, but that he has a facility in writing that is surprising. The alphabetic sentences given in *Rational Typewriting* will prove very good for practice of this kind. The "Fingering Exercises" will also afford excellent practice.



Special Practice for Unruly Fingers

THE *Chicago Journal* a short time since published some interesting sentences under the title of "Tongue Twisters." You only need to try them to find out how well the title applies. When you have amused yourself with them in that way, you might see if they have any value in "untwisting" the kinks in unresponsive fingers on the typewriter.

Try this one for the "br" and "bl" combinations:

The bleak breeze blighted the bright broom blossoms.

Finding the letter "t" promptly and accurately gives some students trouble. This sentence will help to overcome the difficulty:

Two toads, equally tired, tried to trot to Tedbury.

By tripping triumphantly through the following sentence, the stubborn third finger of the left hand can be reduced to a state of submission:

Strict strong Stephen Stringer swiftly snared six sickly silky snakes.

The third fingers of both hands can be brought under control by some strenuous runs through this:

Susan shineth shoes and socks; socks and shoes shine Susan. She ceaseth shining shoes and socks, for shoes and socks shock Susan.

Do you have trouble with the left little finger? Try this to train it to say "a" properly:

A haddock, a haddock, a black-spotted haddock; a black spot on the black back of a black-spotted haddock.

The right third finger can be brought under absolute subjugation—or reduced

to "O"—by the right kind of practice on the following:

Oliver Oglethorpe ogled an owl and an oyster. Did Oliver Oglethorpe ogle an owl and an oyster? If Oliver Oglethorpe ogled an owl and an oyster, where are the owl and the oyster Oliver Oglethorpe ogled?

The following is without point unless you attempt "Theophilus's" famous feat, in which case you may discover it. Its principal value is to be found in the repetition of the letters "t," "h" and "i":

Theophilus Thistlebones, the unsuccessful thistle sifter, in sifting a sieveful of unsifted thistles, thrust three thousand three hundred and thirty-three thistles through the thick of his thumb. If, then, Theophilus Thistlebones, the unsuccessful thistle sifter, in sifting a sieveful of unsifted thistles, thrust three thousand three hundred and thirty-three thistles through the thick of his thumb, take care that thou, in sifting a sieveful of unsifted thistles, thrust not three thousand three hundred and thirty-three thistles through the thick of thy thumb.



Piano Playing vs. Typewriting

[The following article was written by Mr. O. B. Merrick, of Seattle, some time ago, but is still of interest to typists who are also piano players.]

I READ an article in the *Gregg Writer* some time ago which had to do with Mr. Blaisdell's accuracy on the typewriter during a period of one hour wherein he wrote several thousand words without one single mistake. The point was brought out that skillful pianists like Paderewski frequently made several mistakes in playing their pieces and the comparison, if any, was made in favor of Mr. Blaisdell. Being a pianist myself, as well as a typist of just average ability, I wish to disagree with the implied statement. I maintain that the two arts are entirely different in several respects.

Let us take the technical side of it first. The keyboard is many times longer on a piano than on a typewriter.

On any make of typewriter, a great artist like Blaisdell would have most of the keys under his fingers practically all the time, necessitating no terrific "jumps" when going at high speed, and, in the worst possible combinations, never having to take more than one key at a time.

The great typist is great because it is only necessary to have a very even touch

at all times, together with speed and accuracy. On the other hand, the pianist must have a dozen different touches in order to bring out the desired effects, must be able to negotiate long and difficult jumps while going at high speed and furthermore must frequently take three or four notes when he does so. Is it any wonder that great pianists frequently fail to do so accurately?

Besides the ability to play fast enough and accurately enough with the right tonal effects, the "pedal" is another source of worry to lots of people. About one person in ten really knows how to use the pedal.

The great typist can concentrate on two things and achieve success, namely, speed and accuracy, while the great pianists must attend to no fewer than five—the technic, the correct knowledge of pedaling, the mastery of rhythm, the imagination and the physical strength necessary to finished performance.

I do not wish to *run down* the great art of typewriting or to belittle Mr. Blaisdell's records in the slightest because he is, without doubt, a twentieth century wonder on a machine, but merely wish to defend the supremacy of the pianist over the typist.

[There is no question that in many respects piano playing is more complex than typewriting, for the reasons stated by Mr. Merrick. But in the matter of accuracy—such, for example, as that displayed by Mr. Blaisdell when he wrote 100 words a minute for one hour—the typist is superior to the pianist. In comparing the two arts, the fact must be taken into consideration that the typist "plays" *now matter* all the time, while the pianist who gives anything like a finished performance may have practiced his selection a hundred or even a thousand times.

Another point is the question of time. It is doubtful if any piano player could maintain for an hour the speed Blaisdell did in this test without making mistakes on even *practiced* matter. To carry the argument to its logical conclusion along this line, however, would be ridiculous, because of the difference in the objects sought by the two arts. The contrast was simply drawn between the speed and accuracy of movement in the two.

Every typist can gain much from playing the piano. Whether the pianist can gain anything from the typewriter is quite another question.—Ed.]



"Think not a trifle, though it small appear; small sands make the mountain, moments make the year, and trifles, life."

No Chinese Typewriters

TYPEWRITERS are now made for use in nearly a hundred different languages, and they are sold all over the world; but there is still one great nation which, for a very simple reason, has no typewriters that write its tongue. That nation is China.

The English alphabet has twenty-six letters, the Russian thirty-six. The typewriter produced for the Russian market is the largest made; but no typewriter could be made that would begin to be big enough for the Chinese language, which has no alphabet, but is represented by sign characters, of which there are about fifty thousand. Of the great number of words found in the English language only a small proportion are used for the ordinary purposes of speech, and the same is true of the characters used in the Chinese language; but the number of Chinese characters commonly employed is still far greater than could be put on any typewriter. So this nation of 400,000,000 people has no typewriter in its own tongue.

But that doesn't mean that no typewriters are sold in China. More and more Chinese are learning other languages besides their own, and Chinese merchants and resident foreign merchants use typewriters, and they are used in legations and in consular offices and colleges, and by missionaries, by various people. Altogether there are sold in China a good many typewriters.—*New York Sun*.



If once a month every student will give himself a test by timing himself on writing different sentences a minute each, he will soon find that he is not only mastering the keyboard, but also gaining speed.—*Julia E. Hayes, Providence, R. I.*

* * *

When one uses a machine having a narrow ribbon it can be used just twice the length of time by merely reversing the reels, thus using both edges of the ribbon.—*Bessie E. Barnett, Blackstone, Mass.*

* * *

The waste of life is greater than its accumulations.—*Mark Hopkins*.

Q's and A's

Conducted by Alice M. Hunter, 32 South Wabash Avenue, Chicago, to whom all communications relating to this department should be addressed. Answers to the questions in this issue must be in our hands by April 15, and will be published in the May number.

An award of 50c is given each month for the best answer received on each question, twenty-five cents each for all other contributions published.

Learning to Write Good English

15. What advice would you give to one who is ambitious to become a good writer of English? What should he read or study? I should like to have you outline a course to be followed.

Julian Hawthorne has said that the writer of good English "must combine the intuition of the artist with the talent of the master mechanic." This suggests that the makers of literature have not depended on inspiration for their material nor on talent for their method.

In *The Fiction Writer's Workshop* by Duncan Francis Young, the author compares writing to a trade and a writer's knowledge of the fundamentals to the tools of the tradesman.

To be thoroughly proficient a carpenter has to be familiar with all the tools used in his trade; attain a knowledge of when and how to use them, and know what kind of material to use in the construction of the building he is about to erect. Likewise, the printer learns his boxes, the lawyer his digest, and the doctor his materia medica. It is understood, however, that every one succeeding in his calling, be it trade or profession, has first attained the fundamental education necessary to the grasping of the knowledge essential to the mastery of his work, although that education may not be of the higher sort. When, therefore, one is familiar with the tools he has to handle, be he carpenter, lawyer, doctor or writer, he uses them deftly and freely, being thus enabled to do neat work, good work, and perfect work.

* * * * *

If a knowledge of craftsmanship be necessary in the ordinary walks of life, amidst trades and mere professions, where the culminating effects are of but passing notice and duration, how much more necessary are these perquisites, and others too, in the trade-profession of the writer, whose work lives on perhaps forever, leaving its influence for good or for evil for generation after generation to come. The writer's is a trade or profession of the highest sort, for in it are mechanics, rules, art and knowledge, as well as intellect. How essential, then, that he who would aspire to this all-important calling should be fitted—well fitted—for the work—like

a carpenter, who erects a house that will not fall and injure its occupants; like the lawyer, who will represent his case with such skill and ability that his client will not suffer by his failures; like the doctor, who will put up a dose of medicine in a palatable form that will do good and not harm—the work that is to live perhaps forever, building character, molding morals, and developing precepts that elevate, entertain and edify God's chosen ones.

Mr. Duncan further brings out that working by rule need not of necessity destroy the spontaneity of the product.

Though the successful writer works by rule, his product is not machinemade stuff, for the rule eventually becomes a part of nature. The printer uses composing rule and stick and keeps the nicks out, and the carpenter square and compass and straight-edge, and yet they are not hampered thereby. The quality of the product of these mechanics is great or small owing to the deftness with which their tools are used.

The foundation then of the writer of good English must be laid in a thorough study of the work of other writers. Matthew Arnold has defined culture as "knowing the best that has been said and thought in the world." This the successful writer must have. Julian Hawthorne in commenting on the work of Edgar Allen Poe says:

It is Goldsmith's work; it is Chinese carving; it is Daedalian; it is fine. It is the product of the ingenuity lobe of the human brain working and expatiating in freedom. It is art; not spiritual or transcendental art, but solid art, to be felt and experienced. You may examine it at your leisure; it will be always ready for you; you need not fast or watch your arms overnight in order to understand it. Look at the nice setting of the mortises; mark how the cover fits; how smooth is the working of that spring drawer. Observe that this bit of carving, which seemed mere ornament, is really a vital part of the mechanism. Note, moreover, how balanced and symmetrical the whole design is, with what economy and foresight every part is fashioned. It is not only an ingenious struc-

ture—it is a handsome bit of furniture, and will materially improve the looks of the empty chambers or disorderly or ungainly chambers that you carry under your crown. Or if it happen that these apartments are noble in decoration and proportions, then this captivating little object will find a suitable place in some spare nook or other, and will rest or entertain eyes too long focused on the severely sublime and beautiful.

Stories, for their success, must depend primarily upon structure—a sound and perfect plot—which is one of the rare things in our contemporary fiction. Our writers get hold of an incident, or a sentiment, or a character, or a moral principle, or a bit of technical knowledge, or a splotch of local color, or even of a new version of dialect, and they will do something in two to ten thousand words out of that and call it a short story. . . . But O! what a labor and sweat it is; what a planning and trimming; what a remodeling, curtailment, interlining; what despairs succeeded by new lights, what heroic expedients tried at the last moment, and dismissed the moment after; what waste-paper baskets full of futilities, and what gallant commencements all over again! Did the reader know, or remotely suspect, what terrific struggles the writer of a really good detective story had sustained, he would regard the final product with a new wonder and respect, and read it all over once more to find out how the troubles occurred. But he will search in vain; there are no signs of them left; no, not so much as a scar.

Mr. Victor Lauriston in *The Editor* advises the would-be writer as to how to get results:

What you write may fall far short of what you have lived. If you live as you should, it always will fall short. Don't worry over it. Instead, try to-morrow to picture in a new fashion that old, familiar, commonplace office where you have worked so long, day by day, that you've actually forgotten what it looks like. Try to give your reader, even if that reader be none save yourself, a description that is not a dry as dust catalogue, but a living picture. . . . Try to tell the story of your commonplace world as no one else would tell it. Tell about Main Street on a market day. Depict the dago navvies at work on the new railroad. Show us the fisherman, "lazying" all through the sunny afternoon on the broken-down wharf by the river bank. Tell about the life you see at home; tell about the life you see when you journey afar.

* * * * *

That was a glorious drive you had over the hill and dale—but can you depict its glory? Can you tell a stranger all about it; can you thrill him with the joy of life, of the blue June sky, the open air, the sunshine, and the freedom of God's great out-of-doors?

Mr. James Weber Linn in a recently published book entitled *The Essentials of*

English Composition lays upon his students the command that they shall have something worth saying before they set themselves to write and that they shall then put down what they have to say with heartiness, propriety and comparative brevity.

In a later issue we are planning to speak more of how to read and what to read. Just now we would emphasize one fundamental truth—the writer must first of all be a reader. The "have something to say; say it; stop!" is good, but it is equally essential to know what others have said; how they have said it; when they have stopped; why they have stopped; how they have stopped! Jack London has summed this up thus:

Study the tricks of the writers who have arrived. They have mastered the tools with which you are cutting your fingers. They are doing things, and their work bears the internal evidence of how it is done.

Miss Nola Houdlette, Lewiston, Maine, receives the award for the best discussion of this question. Her plan is:

To become a good writer of English there are two essentials, to have something to say and to know how to say it. In order to find out how to express yourself clearly I would recommend that you first provide yourself with several good books of English grammar and rhetoric, and also have access to two or more good, unabridged dictionaries. Use these faithfully, both in reading and writing, never allowing an uncertain point of syntax or an unfamiliar word to go by without investigation.

Spend as much time as possible reading carefully and critically from the works of the standard writers, those that have stood the test of time. Do not allow your selection to be narrow. Take in the essayists, the dramatists, the novelists, and the poets. The lists of requirements in the catalogues of high schools and colleges will show what the educators of the day consider best for developing appreciation of what well written English is.

But you can by no means afford to neglect the writers of the present day. "Good usage" is determined to a large extent by them and is constantly changing. Any good magazines such as the *Outlook*, the *Review of Reviews*, or *Harper's* will be helpful in this respect, and the essayists, novelists, and poets of our own day will all have something for you.

Then, after you have familiarized yourself with how things are best said, you must have something to say. For this read extensively along the lines in which you intend to write. Read everything you can get, whether you agree with it or not, and form your final conclusions only after fairly considering all sides of the question.

We remember that Benjamin Franklin learned to write prose through the reproduction of selections from other writers. Mr. J. R. Harold, Brownsville, Texas, has a similar idea in mind in his suggestions:

Read and study the best authors and articles from the best magazines and newspapers, and reproduce in writing and in your own words what you have read. Then compare your reproduction with the original text, noting resemblances and differences in style and making corrections.

In writing original matter, the essential thing is to have something to say. Concentrate your mind upon the thought to be expressed. Then, after you have written a rough outline of the subject, carefully review and correct it, eliminating unnecessary words, shortening or amplifying paragraphs where necessary. As new ideas come to mind, jot them down and later work them over as indicated above. Grammar, rhetoric, and etymology should be studied; but, the mind should not be hampered by thinking of modes or rules of expression. While writing, forget everything but your subject. Then apply the principles of grammar and rhetoric in shaping and polishing the ideas expressed.

Mr. Joy N Tait and Mr. H. E. Kemp both advise writing articles on subjects of local and general interest and submitting them to a local newspaper for publication. First attempts may be refused, but the possibility of their acceptance will prove an incentive and the work is sure to improve with practice. May we suggest that this department of the *Gregg Writer* offers a splendid opportunity for this very thing?



Indexing your Reading

20. I should like to have the readers of the *Gregg Writer* outline the best system they have seen for keeping a usable reference index to one's reading—one that is complete without too many cross-references, and preferably one that may be kept in a loose-leaf notebook.

Many of us read largely for pleasure and recreation—not for conscious self-improvement. Yet looking back on our reading for the last twelve months, for instance, we are conscious that much of the value of what we have read has been lost to us because of its desultory character. Nothing will help to make your reading of greater value to you more than the keeping of a usable index. A plan which appeals to us as being simple and equally adaptable to both books and magazine reading will be briefly outlined.

Provide yourself with a good loose-leaf notebook and a small card file. Make the initial outfit as simple as possible and the records as brief. On the first page of the notebook write the name of the last book you finished with author and date. Put below it a brief summary of the book and your ideas about it with the name of the author—preferably all in shorthand. Quote from the book anything you think may be of future use, or better still, if you own the book, give pages on which such quotations are found. Prepare two cards, on the one placing the title first, following this by author and page of notebook on which summary may be found, on the second card for cross reference placing author's name first. File cards alphabetically. When the notebook has been filled so as to preclude further additions, go through the cards and place Vol. I after each page number. Buy a new notebook identical to the first and call this Vol. II. This plan will admit of considerable expansion and amplification. What we would emphasize is the necessity of keeping it simple. Otherwise it will become burdensome and will therefore be given up.

Do you remember when you finished the shorthand Manual that you read with keen delight the plate entitled "Shorthand as a Means of Mental Culture?" An occasional sly peep at the key to the plate did not lessen your feeling of attainment at that period of study. Why not carry out that plan in the indexing of your reading?

Mr. Ralph Newman outlines a plan which he has followed to some extent:

In the first section of the notebook (or card index file) a separate leaf (or card) should be used for each book, separated into sections by sheets with paper tabs, so that they can be marked, showing the classes of reading matter. For instance:

FICTION.

Treasure Island, Stevenson.

(The rest of the page for notes.)

Robinson Crusoe, DeFoe.

(The rest of the page for notes.)

STENOGRAPHIC.

Hints and Helps for the Shorthand Student, Gregg Expert Shorthand Speed Course, So-Relle.

The latter half of the notebook or card index should be an alphabetical index of

the books, using one page or card for each letter.

Another plan comes to us from Mr. H. E. Kemp:

A method much used and found to work quite satisfactory is to keep on a piece of scratch paper a record of the name of the subject matter being read, as well as numbers of pages to which you will likely wish to refer later. After completing the book, you may very briefly and compactly, either in shorthand or on the typewriter, index these notes and page numbers on the sheets of your loose-leaf notebook. If preferable, one may divide each page by a vertical line and then keep references of first importance on one-half and references of secondary importance on the other half.

We call to mind two workable reading suggestions which have come to us at different times from two women who stand out as examples of what well-planned reading may mean as a source of both pleasure and culture. One of these women, a librarian in an educational institution who has under her direction every year hundreds of young people, always advises them to keep three lists of books:—1, "Books I want to Read;" 2, "Books I Want to Own;" and 3, "Books I Have Read." She believes that following this plan will break the habit of desultory reading and will insure that what is read is worth reading. It will also mean that in time a library of well-selected books be acquired.

Our second suggestion comes from a woman known to her friends as taking a keen delight in reading really good things. We have made this suggestion into a resolve which may well find place on the first page of your new notebook. "Resolved, That I will always read at least two standard or classic books, stories or articles to one of the popular variety."

In next month's magazine we expect to touch on the necessity of reading good English as a prerequisite to writing good English, or as Brander Matthews puts it: "The duty of imitation in literature."

The Dewey Decimal System of Filing as Applied to Commercial Correspondence

21. To what extent, if any, has classified subjective filing been extended to commercial correspondence, or interdepartmental correspondence in factories and offices? This refers particularly to the classified subjective system

based on the system for cataloging libraries originated by Melvil Dewey, formerly the president of the Library Bureau.

Mr. Clarence Brown of the library of Providence, R. I., has sent us a very complete discussion of this question which we are giving in full.

A decimal classification for indexing railway correspondence and records is printed in considerable detail in a book entitled "Railroad Correspondence," by W. H. Williams, Assistant Secretary, Baltimore and Ohio Railroad Company, copyright 1902, by W. H. Williams, and published by The Lord Baltimore Press, Baltimore, Md. As given in this volume, the main subject divisions are as follows:

- 0 General
- 1 Executive
- 2 Finance and Accounts
- 3 Roadway and Structures
- 4 Equipment and Shops
(Maintenance of Shops, see Section 3)
- 5 Transportation and Storage
- 6 Traffic, Rates.
- 7
- 8
- 9 Local Facilities and Affairs

A later edition of this book has, I believe, been issued.

The latest catalog of The Library Bureau, entitled Vertical Filing, contains on Page 30 an illustration of Decimal Subject classification filing for Telephone correspondence. The main classes of this adaptation of the decimal system are as follows:

- 000 General
- 100 Executive Administration
- 200 Finance and Accounts
- 300 Construction
- 400 Equipment
- 500 Operation
- 600 Rates, etc.

As an illustration showing the amplification of one of the main classes, Finance and Accounts, is taken:

- 200. Finance and Accounts
- 210.
- 220. Bonds and Capital Stock
- 230. Banks and Banking
- 240. Expenses
- 250. Accounts
- 260.
- 270. Employees' Accounts, Wages, etc.
- 280. Pay Rolls
- 290. Bills and Vouchers

Here is shown a portion of Subdivision 253, under class 200, Finance and Accounts; division 250, Accounts; subdivision 253, Exchange Accounts, a portion of which only is shown.

Note the further classification to three decimals.

- 253. Exchange Accounts
 - 253.01 Method of keeping accounts
 - 253.03 Reports of traveling auditor
 - 253.04—Balances
 - 253.041—Calls for balances
- 253.1 Subscribers' Accounts

- 255.101 Classification of Credits
- 255.11 Accounts in suspense
- 255.12 Charges for second party's use
- 255.13 Authorities for transfer of charges

- 255.14—Disputed accounts
- 255.15 Transfer of credits and credit balances

- 255.2 Subscriber's unpaid accounts
- 255.21 Adjustment of accounts
- 255.22 Extension of credit
- 255.23 Compromise settlements
- 255.24 Accounts sent to attorneys for collection.

- 255.25 Bankrupt subscribers
- 255.251 Notices in bankruptcy
- 255.252 Proofs in bankruptcy
- 255.253 Assignments for creditors

A portion of the M section of the index, arranged alphabetically for daily use of the filing clerks, reads as follows:

- 255.01 Methods of keeping accounts (Gen'l)
- 255.41 Methods of preparing and handling vouchers
- 050.2 Methods for procuring rights of way
- 320.501 Methods of transposition, pole lines
- 502.9 Method, Two number
- 042.1 Micras
- 042.1 Microphones
- 360.031 Mileage of cables (statistics)
- 340.041 Mileage of conduits
- 275.1 Mileage in employees' traveling expenses
- 320.031 Mileage of pole lines
- 601.86 Mileage rates
- 601.862 One party
- 601.863 Two party
- 601.864 Three or more parties
- 601.861 Mileage rates, basis for reckoning
- 321.001.1 Mileage of toll lines
- 323.011 Mileage, trunk lines
- 356.021 Mileage, wires
- 475.2 Mimeographs



A Civil Service Employee's Problem

22. Suppose one take a Civil Service examination and is tendered and accepts an appointment as "Stenographer and Typewriter." Upon reporting for duty it is found that there is no shorthand and only the occasional use of the typewriter required in the duties to be performed. The person accepting the appointment is very desirous of keeping in practice on these subjects and would never have accepted the position but for the belief that it was as stated: "Stenographer and Typewriter." What would readers suggest as to a course to pursue?

From a number of Civil Service employees, past and present, have come practical suggestions which we are glad to pass on to the propounder of this query.

Mr. Gordon Sheppard of the Navy Department of Washington, D. C., would solve the problem in this way:

The person making this inquiry should first of all endeavor to secure a transfer to some other department in the bureau in which he is employed with a view to securing the work he wants.

In case, however, this is not feasible, I would advise that he seek stenographic employment for a few evenings each week; which, in addition to giving him the practice desired, would add somewhat to his income, a feature which, it is presumed, would not be an objectionable one. A small advertisement in the daily papers would probably secure such employment.

Failing in this, he must provide his own work. A good plan would be to take dictation and practice on the typewriter every evening. If a human dictator cannot be had, the next best thing is a mechanical dictator, or a dictation machine.

Besides this a certain amount of new matter should be taken each day for transcription. Also some copying and tabulating should be done. Suppose a person devote two hours an evening to his practice, it would be well to give one hour each to his shorthand and typewriting.

The *Gregg Writer* should be studied as earnestly as a text-book; for it is our rule and guide after leaving school, and keeps us posted on all new ideas and familiar with the old. The shorthand plates in each number will be found excellent exercises for transcribing.

Mr. C. L. Finch, Oklahoma, Oklahoma, suggests outside practice as immediate relief and an application for a transfer as an ultimate cure.

Of course the only way in which this subscriber can hold his present position without losing out in shorthand and typewriting is by systematic outside practice. In a great many government offices, however, the work is light, and permission can usually be secured from Washington, through the head of the local office, to do outside work. If outside employment could be secured, it would be possible for him to keep in practice on the subjects mentioned, and at the same time increase his yearly salary by several hundred dollars.

Another step which he could take in this connection is to apply to the Washington office for transfer to another station, giving clearly the reasons for desiring such transfer. Again, it might be possible for him to trade positions with another stenographer in the same bureau.

Mr. Ralph Newman's suggestion is the shorthand club:

I would suggest that if the writer lives in a city where there are any shorthand clubs, that he join one of them. Shorthand clubs do not usually meet every night in the week, and the off-nights could be taken advantage of to type what was taken on the club nights. A typewriter can be hired for a couple of dollars a month.

Mr. Harry Hillje would attend night school and at the first opportunity take

a second examination with a view to re-appointment:

Where this is the case, and it quite frequently is, the stenographer can keep up his speed by attending dictation classes which are held in nearly all the large business colleges. The sessions are generally held three nights of the week. However, if this cannot be done, the writer can often procure a second-hand phonograph (or language phonograph, which has a speed screw so as to regulate speed) at a very low price, and make his own records, which is a very simple task. If either of these methods is out of question, a great deal can be done by taking down parts of sermons or lectures. Much good may also be derived by thinking out the shorthand outlines for the words as they come from the lips of the speaker.

In the Civil Service, a person appointed in this way is nearly always given regular stenographic work upon the expiration of the period of probation. If this is not done, I should advise taking the examination over again for reappointment. If the examination first taken was for Field Service, the next one could be taken for Departmental Service, for instance.

Mr. Marno Baroggio, Chicago, is a young man to whom this obstacle has proved a stepping-stone and who is to-day a faster and better shorthand writer because he has had to meet this problem. Mr. Baroggio gives his experience as follows:

I would suggest that the person find out direct from his superior whether under his jurisdiction there is a position requiring both shorthand and typewriting.

If not, then there are two courses to choose from. He can resign any time and take the next Civil Service examination with a view to getting a new position.

Or, if he desires a transfer, he must first wait until the probationary period of six months is up and permanent appointment secured. Then he must write a full statement of the facts to the Civil Service Commission at Washington, who will pass judgment on whether he can be granted a waiver of the rule that no transfer can be made from one department to another until a person has served three years continuously in one department. When this waiver is obtained, he can file with the heads of as many departments or district heads as he desires, applications for transfers to any such position as he wishes that may become vacant.

In my own case, there was very little dictation and much typewriting. To increase the dictation I gave preference to that class of work and when there was any dictation to be given and such work transcribed, it was given to me because no matter how fast the dictation went, I always turned out transcripts promptly and accurately.

Mr. H. E. Kemp, now of the Yatenan High School of St. Louis, Mo., is another

reader who sees in this difficulty an opportunity:

In practically all of the Civil Service positions the appointee is required, for a day or two, to do nothing but typewriting and copying work. This is an advantage to him in that it gives him a chance to "get a line on" the work, before being required to do shorthand and transcribing. It is also an advantage to the Department he works in, as it enables the head of the section to find out what the appointee can best do, and place him where he can work for the greatest good of all concerned. In a few days, if he "makes good" in the work assigned him to copy, he is sent to take dictation, and nearly all positions require as much, if not more, shorthand and transcribing work as the appointee desires.

In all Departments of the government service one does not necessarily do only one kind of work, for most of the "chiefs" are glad to give their subordinates an opportunity to do different kinds of work, and to work for different people. The difficulty mentioned will not necessarily be in any way a drawback to any one accepting a Civil Service position, for it is but a comparatively short time until an appointee is helped to find his place and given the work he can best do.

Mr. C. V. Crumley, Beutel Business College, Tacoma, Wash., briefly outlines plans for retaining speed in both shorthand and typewriting.

Typewriting speed is largely a matter of systematic, persistent practice after the keyboard has once been thoroughly mastered. If the typist does not own a machine, one may be rented, and the speed retained and increased by practicing.

Take advantage of every opportunity to practice shorthand. The driest sermon, debate, or address may often be transformed into one of intense interest by tracing with the fingers the shorthand outlines for the words. The ambitious stenographer will find a way not only to retain speed, but to increase it.



How to Express a Sum of Money in Legal Papers

23. Will you kindly have the readers of the *Gregg Writer* give their opinions as to the best way to express a sum of money in legal papers, such as declarations, deeds, etc. I have seen the following used:

- (a) one thousand (1,000) dollars
- (b) one thousand dollars (\$1,000.00)
- (c) one thousand (\$1,000.00) dollars

A large number of answers have been received to this question, and preference is given in the majority of cases to form (b). The prize-winning answer comes from Mr. Gordon Sheppard:

In writing sums of money in legal papers all three models given are in common use, and

there seems to be no prescribed rule; but from a grammatical point of view, and for clearness, the second, (b), has the best *raison d'être*. The object of writing an amount of money in both words and figures is perspicuity; and the second arrangement most adequately meets this requirement.

The first example, (a), simply states in figures (1,000) the number, but the figures do not indicate whether dollars or other articles are involved. In the third, (c), the insertion of the figures in parentheses inelegantly splits the phrase "one thousand dollars."

If the three examples are read audibly, the distinction will be clear. The first would read "one thousand one thousand dollars"; the third would be "one thousand one thousand dollars dollars"; each a more or less incoherent jumble of words; while the second, reading "one thousand dollars one thousand dollars," expresses distinctly the complete thought in both words and figures.

Miss Amy Park, Terre Haute, Ind., expresses the same preference and amplifies the illustrations.

Like the questioner I have seen words and figures expressing sums of money written in various ways but am giving herewith a list of such expressions, showing the way they are written in this locality by the most careful attorneys and reporters:

One Thousand Dollars (\$1,000.00)
 One Thousand Five Hundred and Fifty dollars (\$1,550.00)
 One Thousand Five Hundred and Fifty Dollars and Sixty Cents (\$1,550.60)
 Two Hundred (200) acres
 Two Hundred Fifteen and Two-tenths (215.2) feet
 Two Hundred Fifteen and Sixteen One Hundredths (215.16) feet
 Two Thousand (2000) pounds
 Two Per Centum (2%)
 The South Half ($\frac{1}{2}$) of Section Ten (10), Township Twelve (12), North, Range Nine (9), West; also the East Half ($\frac{1}{2}$) of West Fractional Section Nine (9), Township and Range aforesaid.

Among other contributions worthy of special mention are those from Mr. B. S. Barrett, Brooklyn, N. Y.; Mr. H. E. Kemp, St. Louis, Mo.; Mr. C. L. Finch, Oklahoma, Okla.; Mr. R. E. Young, Galesburg, Ill.; Mr. Abram M. Kulp, Hatfield, Pa.; Brother John L. Voelker, Dayton, Ohio; Mr. Elmer H. Johnson, Los Angeles, Cal.; and Mr. Clarence I. Brown, Providence, R. I.

The Arrangement of a Letterhead

25. What is the rule for composing and placing the matter to be printed on a professional and on a business letterhead?

Mr. C. I. Brown, Providence, R. I., sends us the following quotation from *The Young Job Printer: a Book of Instruction* by S. M. Weatherly, Chicago.

The great art in job composition is to so arrange the types selected as to produce the greatest harmony and effectiveness; and the first consideration in this direction should be to decide upon which are the most important lines, in order that they may be given the most prominence.

In a business card, circular, or, in fact, almost any kind of advertisement, except in rare cases, the name of the business, or the thing desired to be advertised is the important line, and should always be set in the heaviest or largest type used on the job.

In every job the thing which it is sought to announce is the most important line and should be given the greatest prominence. Next, the name of the party or parties making the announcement, and then their address.

Next in importance come the lines which qualify and indorse the business or thing.

Take for instance, a business card: Generally the name of the business will best go in a full line in the center of the card, and set in the heaviest appearing—not necessarily the heaviest actual—type used on the job. The name will go above and the address below, with intervening, qualifying, explanatory or catch-lines.

Mr. Abram M. Kulp, Hatfield, Pa., has some definite ideas on this subject which he expresses clearly and well:

There is no definite rule for the matter that is to be put on a business letterhead, save that the less there is on it the better it is. The general rule of to-day, as up-to-date printers will tell you, is "The large concern has the modest letterhead and the small concern, the flashy letterhead." This is not always the case, but it is in a majority.

The name of the firm should be in the most prominent type on the letterhead. If the firm has manufacturing plants or mills of its own, they are usually named. If they are members of any commercial or stock exchange, or trade organizations of any kind, it is usually advisable to state this. When the firm has more than one office it is best to name them all and have a special die made for each place; hence if a firm has branch offices in New York, Chicago, Philadelphia, San Francisco, this makes it possible to have the same letterhead for all the offices, as it is a simple matter to have the printer stamp it with the "Reply to New York." Some firms also have the letterhead stamped "Reply to.....department."

In a professional letterhead only the name of the person doing business and the city in which he is located, with the street address should appear. Some people may want to have the telephone number—it is merely a matter of taste. The letterhead should be as plain as possible. One of the most prominent lawyers in Philadelphia only has his name, and that of

his partners, with the address, on his letter-head. It is one of the best professional letter-heads that is to be seen and is a credit to all in the firm.

Among other contributors are Mr. Ralph Newman, New York City; Brother John Voelker, Dayton, Ohio; and Mr. B. S. Barrett, Brooklyn, N. Y.



Question Held Over

24. How can a stenographic position be secured in a State Capitol? Could a young lady holding a \$60.00 position with a railroad satisfactory fill a \$65.00 position at the Capitol?

The question this brings up—State Civil Service—is one of great interest to a number of our readers, and we are holding this over to give an opportunity for further contributions. We shall be especially interested to hear from readers in different sections who are holding State Civil Service positions.



Referred for Answer

31. In copying a quotation of more than one paragraph in the body of a letter or legal document, should quotation marks be placed only at the beginning of the first paragraph and at the close of the last paragraph, or at the beginning and at the close of each paragraph, or at the beginning of each paragraph and at the close of only the last paragraph? Also, if the body of the instrument in which the quotation appears is typed double space and the quotation is single spaced with indented margin, does this affect in any way the customary use of quotation marks?

32. It is almost impossible to keep the slipper paper, on which our legal documents are typed, in its place in the typewriter. The sheet slips about in a most trying manner. If some one can offer a remedy, he or she will have the gratitude of A. M. N.

33. We have had some discussion in regard to the proper use of the abbreviations for number, and would like your advice as to when the abbreviation "No." should be used, and when the double cross.

34. I have often read in the *Gregg Writer* that a person should be able to transcribe his notes just as soon as the dictator is through dictating. I have always been in the habit of doing this at school, but on every attempt in the office I have failed, due to the fact that the grammar of my employer is poor. This causes a delay in my work as I have to go over my notes and reconstruct the sentences. I would

be very much pleased if the readers of the *Gregg Writer* would suggest some plan of arranging my notes while taking dictation so as to avoid the delay of reconstructing the sentence.

35. What is the future of a young man who does nothing but stenography in a small concern, getting the same thing over and over again, with no time to increase his shorthand vocabulary?



Gov. Wilson Helps Shorthand

A PROMINENT man often serves to advertise in a unique way a valuable habit or achievement. The only living ex-President has given a good boost to the outdoor life. One of those who hope to be the next President is daily calling attention to a valuable possession for a public man, in the accounts which are given of his personal habits. It seems that Governor Wilson is an expert stenographer. He learned a good system in early life and has found use for it during a long and varied career. Probably it has played a considerable part in his work as professor and as university president. It seems to be important for him in his present contest. It is interesting, because it emphasizes the truth that genius is an infinite capacity for taking pains, and that prominence is usually founded upon good methods and hard work. The public man who knows shorthand saves a prodigious amount of time. It is one of those possessions which is not showy, but which almost always counts. Young men with nothing to do in the evenings might spend their time in worse ways than in learning shorthand.—*Boston Advertiser*.



It is said to be the leading business school of its city, but the display case at the front of the school contains, as an advertisement, specimens of that heavily shaded, flourishing handwriting that was thought to be the proper thing a generation or so ago. It seems odd that such a great proportion of the business schools should trail so far behind current business practice; but only now and then does one see really good advertising of the great and interesting subject of business education.—*Printer's Ink*.

The Reporter and His Work

News and Suggestions of Interest and Value to the Shorthand Reporter. Conducted by Fred H. Gurtler, 1018 City Hall Square Bldg., Chicago, to whom all communications relating to this department should be addressed.

From Novice to Adept—II

LAST month we pointed out a way to use the first third of an hour of daily practice. It would be well to re-read that article so that you will have those facts fresh in your mind.

Second Factor

Having conscientiously carried out the practice in the first division of the hour, you are in good position to start on the next important phase—style. There are two styles of shorthand writing—the style that is attained through the development of your writing ability as a penman or an artist, making notes at a speed *under your control*, and the other the style that is attained in practical work in taking dictation at a speed *not under your control*. This naturally divides this phase of the work into two distinct classes, and each must receive special treatment.

Reading Plate Notes

The reading of plate notes is a most important element in the acquisition of good style. When you leave school you have not only a very limited reading vocabulary but a smaller writing vocabulary. By vocabulary in this sense we mean those words that you can either write or read without hesitation; in other words, it is the vocabulary which you use of your own volition. Such a vocabulary is expanded through practice in reading and writing and an observation of form and the principles involved in writing each form.

We get a better conception of those things which we see than of those things which we simply hear. Having visited any city or portion of the country your recollection of what you saw is vivid and distinct. You have seen it. You have a mental picture of it even though it is more

or less inexact. Therefore, you remember it better than you would if you studied these conditions for days and weeks and years, both from books and from hearing others tell about it from their mental pictures.

When you look at shorthand notes written in plate style you see there a representation of the highest development of artistic shorthand writing. This style has its principal worth in the fact that you can get from that the mental picture not only of the correct theoretical form but of the artistic form. Then mental pictures will be the basis of your *standard* of form as you take dictation which involves any of them. After the dictation is finished and you are reading your notes you will measure them by these artistic and theoretical standards.

You have probably noticed that in copying from the plates your forms will be much more accurate, nearer the ideal, than when you write them from the "mental picture." The reason for this is that you have not yet fully transferred the making of the characters to the muscles of the hand, arm, and fingers. It emphasizes the importance of plenty of practice from ideal forms until the muscles have become accurate in their movements. It will easily be seen that so long as the making of the forms must be guided by the eyes, the process is complicated. By practice, the time will come when the hand will automatically and accurately execute the forms as soon as the mental picture is suggested by hearing the word.

An Interesting Contrast

The connection between the artistic and practical forms an exceedingly interesting contest between your mind and hand. On

the one hand, there is brought into prominence the importance of having a correct mental picture from reading over and over again plate matter on all subjects. Read all the plates in the *Gregg Writer*. Take pride in being able to read every word. Mark any that you can't read without assistance. Be jealous of your own ability. If you can avoid it, don't ask anybody for help. Finally, if you are unable to read a few outlines go to some schoolmate and get him to help you; and then if he is unable to read it go to your teacher, or if no longer in school ask some friend, or check over those marked outlines when the key is published the following month. Try to conquer it yourself.

While in school, remember that a teacher is one who *directs*. You can't learn anything that will be of benefit to you except as that learning is imparted by way of direction and instruction. When you have read all the plates in the *Gregg Writer* get some old copies and read the plates, or invest a small amount in Gregg readers. See how *large* a mental vocabulary you can get. See how *fast* you can read. Then go back and study the forms for style and theory.

The Growth of Style

The comparison between the forms you first make at leisure and the plate forms rather creates a feeling of chagrin on your part. This prompts you to practice with increased energy and determination. Eventually as you keep up this work to develop an artistic style of writing you do increase your individual style very considerably. You watch the circles when joined to curves; you make your straight lines straight and your curved lines curved, to avoid doubt in reading and to set your desire for a perfect style in execution. You take pride in executing such characters as represent the different combinations of principles: for instance, words like "acquaint," "alike," "again and again," "inflict," "variety," "difficult," "borrow," "defensive," "instantaneous," "sensitive," "miraculous," "Gaelic." Each word representing a general principle forms an opportunity to develop certain executional skill that applies to all words of that particular class. It extends itself throughout your entire writing.

Another Element

The shorthand forms made at leisure and the forms made under stress introduce another element, and here is seen the result of practice on the first two divisions of our daily practice schedule. First, the practice you have had on the common forms of word-signs (and they form a very large part of the vocabulary used in business and in general) has given you good style on these oft-recurring expressions. Second, reading of plate matter accompanied by considerable practice in writing has increased your general vocabulary of correct forms, both those that you can use without hesitation and those that you can recall and use with some hesitation. Third, the endeavor to develop and bring your practical style up to "standard" mental picture forms. Too much stress on your part cannot be laid on these elements of developing your shorthand ability. The result of such conscientious practice will be that your writing will take on new beauties almost unconsciously. Acquiring a "style" is a growth; you cannot expect to master the problem in one or two evenings' practice.

Dangerous Ground

You are now on dangerous ground. You can lose the effect of these elements of basic speed, the development of good style, by disregarding them or thinking that the proper way to do is to rush after speed. Speed is a result—the result of cumulative effort. It can't be brought about in a day. The writing of pages and pages of dictation at a rate of speed which completely changes the style of your writing is ten times worse than no practice at all. When we reach the third division of our practice plan we will comment on this feature.

Recapitulation

Remember the order: Theoretical knowledge is assumed—but be sure that our "assumption" is correct; otherwise it will not apply to you. The next step is a review of "theory" to strengthen the weak places and to make your knowledge of the others still more sure. Practice on word-signs for familiarity and rapidity of execution. Extend the practice to vocabulary words and the special phrases given in the Eighth lesson in the Manual as well as special commercial phrases. Read plate

Jury Phrases

[These jury phrases will run through several numbers of the magazine]

| | | | |
|------------|---|-----------|----------------------------------|
| <i>no</i> | What is your name | <i>✓</i> | At the time |
| <i>up</i> | What is your name please | <i>u</i> | What is your occupation |
| <i>so</i> | Please state your name | <i>y</i> | What is your business |
| <i>up</i> | State your name please | <i>y</i> | What was your business |
| <i>se</i> | State your name and residence | <i>y</i> | Place of business |
| <i>sen</i> | State your name, residence and occupation | <i>ey</i> | Where is your place of business |
| <i>no</i> | Will you state your name | <i>y</i> | Line of business |
| <i>so</i> | Will you please state your name | <i>uy</i> | What is your line of business |
| <i>ze</i> | Give us your name please | <i>y</i> | Are you in business for yourself |
| <i>e</i> | Where do you live | <i>uy</i> | In what line of business |
| <i>e</i> | Where did you live | <i>no</i> | Are you married |
| <i>o</i> | Where do you reside | <i>no</i> | Are you a married man |
| <i>o</i> | Where did you reside | <i>o</i> | When were you married |
| <i>e</i> | Where do you work | <i>h</i> | Have you any children |
| <i>en</i> | Where did you work | <i>at</i> | How many children |
| <i>o</i> | Where are you employed | <i>at</i> | Were there any children |
| <i>u</i> | Are you employed | <i>to</i> | Member of your family |
| <i>✓</i> | At the present time | <i>h</i> | Have you any |
| <i>so</i> | Prior to that | <i>h</i> | Have you any prejudice |
| <i>so</i> | Prior to that time | <i>h</i> | You have no prejudice |
| <i>h</i> | Before that time | <i>h</i> | You have no bias or prejudice |
| <i>no</i> | Were you engaged | <i>h</i> | You have no prejudice or bias |

Jury Phrases—(Continued)

| | | | |
|-----------|--|------------|-----------------------------|
| <i>+</i> | Conscientious scruples | <i>67</i> | Burden of proof |
| <i>+</i> | Capital punishment | <i>68</i> | Beyond a reasonable doubt |
| <i>dy</i> | For or against the plaintiff | <i>68</i> | Beyond all reasonable doubt |
| <i>du</i> | For or against the defendant | <i>7</i> | Would you be willing |
| <i>dy</i> | For or against the complainant | <i>703</i> | To take into consideration |
| <i>+</i> | Fair and impartial | <i>704</i> | To take into account |
| <i>+</i> | Fair and impartial trial | <i>7</i> | Instructions of the court |
| <i>+</i> | Fair and impartial juror | <i>705</i> | As to the law of the case |
| <i>+</i> | Fair and impartial jurymen | <i>7</i> | For the facts |
| <i>+</i> | Fair and impartial verdict | <i>—8</i> | In my place |
| <i>+</i> | Fair and impartial to both sides | <i>—0</i> | In your mind |
| <i>7</i> | In your judgment | <i>20</i> | In your frame of mind |
| <i>7</i> | In my judgment | <i>20</i> | In the same frame of mind |
| <i>7</i> | In your experience | <i>—0</i> | In my mind |
| <i>7</i> | In our experience | <i>—0</i> | To my mind |
| <i>7</i> | Are you acquainted with the defendant | <i>9</i> | Yes, sir, I have |
| <i>7</i> | Are you acquainted with the plaintiff | <i>9</i> | Yes, sir, I did |
| <i>9</i> | Preponderance of the evidence | <i>9</i> | Yes, sir, I can |
| <i>9</i> | Preponderance of evidence | <i>9</i> | I believe I have |
| <i>9</i> | From a preponderance of the evidence | <i>9</i> | I believe I would |
| <i>9</i> | Greater weight of the evidence | <i>0</i> | I think so |
| <i>9</i> | From a preponderance or greater weight of the evidence | <i>0</i> | Yes, sir, I think so |

matter studiously. Observe all the elements of artistic execution. Try to imitate the plates. Carry good style into your practical work as far as conditions will permit. Create and maintain a mental picture of all the forms you find in your reading matter.

The Practical Side

Next month we shall take up the method of developing the practical side of style. The process of developing speed is much like an interesting story in fiction—each chapter is a certain step. You do not want to miss one interesting step in the story. When you have finished the story you will not need to go back and fill in the gaps. The same is true of shorthand. You can't miss a link or a lesson; the completed whole, in its highest and best use, is dependent on every detail.

Sadie M. Smathers

IN December we printed a newspaper account of the work of Miss Smathers as reporter in the famous Myrtle Hawkins murder trial, and we now have pleasure in printing herewith a photo of this accomplished reporter.

Miss Smathers is the official court stenographer for the Fourteenth Judicial District of North Carolina and is a member of the National Shorthand Reporters' Association. She acquired her knowledge

of Gregg Shorthand by her own efforts, and has held her present position for several years.

Our List of Reporters

Since we published in November the supplementary list of reporters using Gregg Shorthand, the following have been added:

Cason, A. C., Jr. Official Deputy Reporter for the Forty-fourth Judicial District Court in and for the County of Dallas, State of Texas. General Court and Convention reporting. 311 North Texas Building, Dallas, Tex.

Cochburn, Charles. Official Reporter for the Second Judicial District of North Dakota, Devils Lake, N. D.

Fogelberg, A. E. Stenographer for the Ninth Judicial District of Kansas. Hutchinson, Kans.

Gallagher, Beldon M. County Reporter for the Justice Courts of Santa Clara County, San Jose, Cal.

Hart, Carl W. General Court and Law Reporter. Elmira, N. Y.

Kirkpatrick, Frances. Official Court Reporter for Adams County. 704 Vermont Street, Quincy, Ill.

LaRue, Pearl J. Official Reporter of the Marion Superior Court, and of the Shelby Superior Court of Shelbyville, Ind. Room 5, Court House, Indianapolis, Ind.

Lecompte, Gus G. Official Court Reporter, Ninth Judicial District of Oklahoma, Okemah, Okla.

Murphy, Mary C. Court Reporter, Carlinville, Ill.

Terry, Sumner. Official Reporter for Circuit Court, Shelbyville, Ind.

Vice, Pearl. Official Court Reporter, Tuscola, Ill.

N. S. R. A. Speed Contest

The speed contest committee of the National Shorthand Reporters' Association for the 1913 contest has been appointed, and is composed of the following:

J. N. Kimball, 1358 Broadway, New York (Chairman).

J. E. Fuller, Goldey College, Wilmington, Del., Secretary.

Edward H. Eldridge, Boston.

Frank H. Barto, Washington.

Walter M. Scott, Lima, Ohio.

James F. Campbell, New York.

J. A. Williams, Council Bluffs, Iowa.

The place of the contest has not yet been decided upon nor has the date been set; but like last year it will probably be held in the latter part of August.

Keys to Last Month's Shorthand Plates

Business Letters

Gentlemen:

In reply to your letter of the 10th, we will make you a price on dry wood as follows: Oak or hickory, body wood all split, at \$5.00 a load; the green bass-wood or poplar at \$3.00, which we will deliver to cars at Chicago. These prices are good during this month only. We can make prompt delivery of any wood you may desire.

We thank you for the business you have given us and hope to be favored with a great many of your orders in the coming year. Prompt attention is assured you.

Very truly yours,

Dear Sirs:

You wished us to notify you when coal was at its best price. The market is such that we think it is at that point now. It is our belief that it will rise from this time on at the rate of about ten cents a month. If you wish our representative to call, please notify us on the form which we enclose.

Very respectfully,

Dear Sir:

We have your favor of the 5th inst. and are pleased to hand you herewith a copy of our book, for which we ask your courteous attention. We enclose our market letter and will mail same to you each day, which will keep you up-to-date as to the course of the market.

We shall be pleased to handle orders whether for grain, stocks or cotton. Wheat, corn and pork are all very low in price at present and the buyers will soon see a bulge which will carry values much higher. The advance markets are now very low and any move which takes place will be to higher and not lower figures. During the present narrow range in the market, some business can be done, but for a satisfactory business we advise you to buy and hold the above mentioned stock. At any rate, let us hear from you promptly.

Yours very truly,

My dear Sir:

We have just received advice from Mr. Hart that the charter for our company cannot be granted before next month. He has taken great pains to make the work in the field thorough and during his sojourn among the farmers has led them to see the merits of our churns and other dairy devices. Our milk carts are to be used very largely. The broad tires on the wheels meet with favor and he asserts that you will see a cart with our "three stars" in more than half of the old farmers' yards.

I hope we can be ready to begin business by the last of March.

Very truly yours,

Dear Sirs:

Since Mr. Rodgers has administered the affairs of this firm they are in a worse state than ever before. If you should learn of a man whom

you think worthy to be put in charge of this work I wish you would let me know. Such service seems hard to get at any price, but I will urge the members to adjust the matter of salary in such a manner that we may get it filled. I hope you can give me some aid and assure you that I shall appreciate hearing from you about the matter.

Cordially yours,

Condensing Energy

The girl who is operating a typewriter doesn't appear to be doing very heavy physical labor as compared with the brawny individual in a stoke-hole who is shoveling coal into a hungry furnace, but this is one of the many instances in which superficial appearances are deceptive, as a comparison of the force expended by the two will show.

The stoker may be credited with handling one ton of coal per hour or eight tons per day, plus the weight of his shovel. Adding his shovel to his 17,960 pounds of coal, he expends about 20,000 pounds of energy.

For each key struck on the typewriter there is an expenditure of something like three ounces of energy, or say one pound to the average word. A fair operator will average 1,500 words an hour, or in eight hours 12,000 words—twelve thousand pounds of energy. To throw over the carriage for each new line requires on an average three pounds of force. Twelve thousand words will make a thousand lines, so there are three thousand pounds of energy to be added to the twelve thousand, making fifteen thousand pounds of energy expended—which compares pretty well with the stoker's twenty thousand, all things considered. A really fast operator would push the expenditure of energy up to twenty-five thousand pounds or more. Thus you can determine the amount of energy you expend by timing your day's work or your speed on the machine. It is interesting sometimes to find out just how much energy we do expend.—From *Harper's Weekly*.

Stiff Competition the Salvation of the Manufacturer

Absolutely no improvements are made in the quality of the product in any line where the manufacturers get together under a so-called "gentlemen's working agreement." The members of this agreement become stagnant. They are contented to drift along, making a product as good as that produced by their competitors. Just as soon as competing manufacturers enter into a working agreement covering prices, terms, trade discounts or volume of production, they cease to reach out for improvements in quality, efficiency, durability, attractiveness of package and other trade-winning advantages, until some day they awake with a jolt to find

that their supposedly securely intrenched position has been undermined and their trade is slowly but surely slipping away.

Nothing in this world can stand absolutely still; so the manufacturer to-day must either go backward or forward—there is no middle ground.

A notable instance of this is shown to-day in the embroidery silk industry. A few years ago some of the largest manufacturers of this commodity came to the conclusion that they were not making a big enough profit and that the retailer was demanding too many free show cases and other trade helps. So they entered into a "gentleman's working agreement" which proved to be a panacea for the trouble. They no longer fought each other tooth and nail for business, neither did they spur their factory superintendents on to innovations in an effort to reduce the cost of manufacture and improve the quality of the goods.

During this inactive period on the part of the leading silk manufacturers up sprung a new competitor, the manufacturer of mercerized embroidery cotton. And when the silk manufacturers woke up they found that the maker of cotton embroidery floss had secured a permanent hold on the embroidery business, something they had never been able to do in the years gone by in spite of repeated efforts to do so. To-day the silk manufacturer has come to recognize the maker of cotton floss as a foe worthy of his steel.

There are innumerable instances in trade such as cited above. But let us now turn to a group of manufacturers who from infancy have fought each other at every turn of the road. When acquaintances sit down in a friendly poker game they tack a sign on the wall that reads: "Here's where all friendship ceases," and this has been the slogan of the manufacturers of ready roofing. . . . Each manufacturer was constantly striving to improve his product and at the same time reduce the cost of making as well as selling. The result is to-day the builder can obtain an excellent quality of durable weather-proof and water-proof ready roofing at a price so low that he cannot afford to use any other style of material.

Just so surely as stiff competition has been the salvation of the roofing industry, just so surely will it prevent dry rot and retrograding in any manufacturing industry.—*James B. Miller.*



The Empty Desk

In a private office down on Nassau Street, in New York, stands a large, flat-topped mahogany desk that wears an habitual air of lonely abandonment. Its polished upper surface has no cheerful-looking litter upon it, but gleams bare and cold under the electrolite. There are no wire baskets for letters, no tickler-cabinets for indexed cards, no huddle of books and maps and documents. On this desk there is absolutely nothing except an inkwell, of Norman simplicity, and a pen.

The desk has a tier of drawers on each side of the middle space, but if you open them you will find them empty. The manufacturers who made these drawers apparently gave considerable thought to them, for they are spaced off into curious compartments, some big, some little. There are adjustable partitions and locked trays and a secret receptacle. But if you will pull out each drawer and peer into every cranny you will discover only emptiness. Hollow sounds and disheartening vacancy will be your only reward.

Yet all signs fail, for this is the working center of a young man who has sold several hundred million dollars' worth of the goods in which he deals—real estate. This is his desk, at which he sits in his office; and where everything in his great business finds its focus. The private office of Joseph P. Day is a paradox.

The desk—of itself only a piece of office equipment—typifies something really worth studying. It stands as a symbol of that extraordinary capacity for handling a complex business which distinguishes Mr. Day—and a great number of other men, as well, who find themselves hemmed in by the crowding demands of commercial Manhattan.

Five years ago Mr. Day used the same desk, but it was not empty. Its top was buried a foot deep in places with letters, deeds, mortgages and maps. Its drawers were jammed with card index systems, with stuffed folders, with bulging packets.

In those days Mr. Day sat at his desk during long hours, poring over the heap; three or four nights a week he remained there until midnight or later in a vain attempt to get out from under the load. Next morning its weight was sure to be bulkier and heavier than ever, notwithstanding the fact that he had a private secretary, stenographers, clerks and general utility people at his instant command.

When business called Mr. Day away from his office, he always cast doubtful and hesitating glances at the loaded desk before leaving. "Don't touch anything on it!" he was wont to exclaim. "At the peril of your lives, don't lay a finger on one solitary document!"

Sometimes this admonition had to be disobeyed, and then when Mr. Day returned, likely as not, the heap had to be excavated laboriously so that the head of the business might get into touch with it again. Thus important affairs were often neglected or forgotten, while fees that might have been earned drifted elsewhere. The progress of the business was impeded and the larger it grew, the slower became its momentum. Moreover, the labor and tension were breaking down its owner.

Then one day there came a revolution. Without compromise, the mahogany desk was cleaned out and swept off. "Don't leave even a scrap of paper!" its former slave commanded. And since that day not a scrap has littered it, inside or out. Nothing ever remains upon it longer than necessary for the actual attention of Mr. Day or his callers. Documents come and go by magic, but the compartments and partitions are superfluous. They are never used. And

meanwhile the business has grown by leaps, while its proprietor has every detail at his instant command.

This change in the management methods merely follows out an axiom of efficiency engineers—that high-grade workers should not be forced to perform low-grade routine procedures. Many an executive could add thousands of dollars to the net income of his house annually were he able to concentrate on the big things and leave the lesser duties to less important employees. He finds himself unable to do this—why? Because efficiency engineering hasn't gained enough of a foothold in his establishment.

Mr. Day evolved a simple but comprehensive method by which all the detail of his office was taken by a young woman and her assistants. Just outside his private room she sits at her desk, with her hands on the levers, so to speak, that run the heavy train of minutiae. An elaborate filing system takes care of the documents, while in this young woman's desk are cards and files and tickler systems that direct every routine move of her chief.

When he sits down in the morning at his empty desk he is handed a pocket memorandum showing his engagements for the day, with the

hour for each. The papers that demand his immediate attention are laid before him, and, at the touch of a button, removed. Another list is given him, indicating the office matters that must have his attention during the day. Ten minutes before the time he must leave to keep an appointment a reminder is laid on his desk, and if he lingers beyond a designated minute he receives a verbal warning. As new matters arise that call for future attention, a stenographer takes down the substance; and the wonderful tickler system at the desk just outside absorbs it, and assures its being taken up at the right time. When Mr. Day prepares to leave town, his transportation and sleeping-car tickets are handed him automatically. A taxicab comes without a word from him. The various documents he is to require on the trip are put into his hand as he leaves the office.

Mr. Day attributes much of his extraordinary success to his systematic conduct of affairs, and to a perseverance that knew no rebuffs. "Perseverance, in its true sense," he says, "does not lie in doing the same thing over a thousand times. It may have been done wrong at first. Real perseverance lies in creating new and better ways to do it."—*Hearst's Magazine*.



The Acquisition of Speed

SHOULD great difficulty be found in obtaining speed practice, a good substitute is to take a newspaper or book, read the words aloud, and, as the sounds fall upon the ear, trace the outlines with pen or pencil upon paper. Practice brings speed in this direction. If Carlyle's "Sartor Resartus" is dealt with in this fashion, an unusually large range of words will have been covered. Many a leisure half-hour can thus be utilized profitably when the services of a reader are not available. By this means the shorthand writer can almost dispense with dictation practice for weeks at a stretch, and yet not lose that speed which has perhaps taken him months to acquire.

To reach a bona fide speed of over 200 words per minute, much persistence, hard work and enthusiasm, extending over some years, are necessary, together with a certain natural aptitude, but there seems no reason why the average student of shorthand who has learned the system thoroughly should not, with a fair amount of hard work and practice, succeed in writing up to 150 words a minute—which is sufficient for ordinary requirements. If he can

reach a higher speed, so much the better, as he will do his ordinary work with greater ease and assurance.

—William F. Smart.

* * *

IN an article in the *Stenographer* commenting on the results of a comparison and analysis of the notes of the expert reporters who took part in the recent shorthand speed contests Mr. Charles T. Platt says:

Learners, especially, should note that these experts use fairly full outlines. Moral: Speed depends largely on thorough mastery of principles, a wise selection of forms for the common words and phrases, and then patient, laborious practice until the mental picture instantly responds to the call of the spoken words—that is the "speed secret." Above all, avoid exceptions to broad rules. Exceptions impose mental checks, and as the mental operation precedes the manual, exceptions produce hesitation and consequent loss of speed. Remember that an unfacile form evolved from a simple rule flows from the pen much more rapidly than a more facile one that eludes the memory because of exceptional features. This last remark especially applies to the writing of unusual words, and even the most expert reporter is constantly meeting them.

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As long as you must give overmuch attention to mere machine-work, you are under a heavy handicap. To get ahead, you must lift yourself above mere mechanical details. The men who have done that are holding the BIG positions in every line of business today.

Don't be a slave to your machine. Master it, make it your servant—and it will aid you mightily toward the better salary and bigger business career you are ambitious for.

If you are willing to be shown how you can, in this easy way, positively and quickly increase your present ability and income, just fill out and mail this coupon. The book which gives full information about this salary raising method will be sent you by return mail, free of charge.

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FROM June 30th to August 9th the regular course of instruction of Gregg School, Chicago, will be supplemented by a 'Teachers' Course.

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The work will be in charge of experienced and capable instructors who have formed the faculty of Gregg School for many years.

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If interested in the Teachers' Course, send for particulars and Gregg School prospectus.

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C H I C A G O

The Gregg Writer

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No. 8

Stenographers Can Pound Their Way to the Top

By C. Patrick

[Reprinted from *Workers' Magazine*, *Chicago Tribune*, February 9, 1913.]

STENOGRAPHY is a stepping-stone to success—if the stenographer makes it so. The chance to be something better rests with him. Unless he be human, and possess the human desire to rise, he will remain as much of a machine as the typewriter he operates.

Few people in any line of work ever get anywhere unless ambitious. A stenographer is no exception to the rule.

But stenography offers more opportunities to advance than many other lines, because the stenographer is in a position to become intimately associated with the business of his employer.

If he is a good stenographer he can be good in more important things. If he keeps his eyes and ears open, picking up here and there a detail that will relieve the boss of some of his many worries, the boss will not be long in seeing it.

And if he continues to help the boss thus, showing that he has an alert mind as well as a nimble finger, it won't be long until the boss will be helping him.

Noted Men Pound Way to Top

The best illustration of the fact that stenographers can pound their way to bigger jobs if they hit the right keys is the long list of stenographers who have done so. Here are a few notable instances:

W. A. Gardner—Once stenographer; now president of the Chicago and Northwestern Railway.

Allen Manvel—Started as stenographer; rose to be president of the Santa Fe Railroad.

J. E. Gorman—Learned the railroad business through medium of shorthand; now vice-president of the Rock Island system.

C. M. Hays—Began life as stenographer; worked his way up to the presidency

of the Grand Trunk; went down with the Titanic.

Kenesaw Mountain Landis—Once stenographer for the late Walter Q. Gresham; now famous federal judge.

M. J. Collins—Gained executive ability as stenographer by studying routine; now general purchasing agent for the Santa Fe.

A. E. Cross—President of the Ohio Desk Company; at one time a stenographer.

Albert MacRae—For years stenographer and secretary to Vice-President Kendrick of the Santa Fe; now editor of the Santa Fe Employees' Magazine.

Alonso Newton Benn—Former stenographer; now vice-president of the Omaha Packing Company.

Albert F. Osterloh—Once stenographer; now Chicago manager of the Goodyear Tire and Rubber Company.

F. E. Benedict—Rose from stenographer to be manager of the general supplies department of Fairbanks, Morse & Co.

Must Be Human—Not a Machine

These are only a few of the long list of Chicagoans who have found their way to the top by combining shorthand with sense.

Their experience shows that to reach executive position a man must not be merely a competent stenographer. Even if he is an expert he will surely stay in the rut if he remains an automaton who takes dictation and transcribes his notes mechanically.

To get ahead he must understand his correspondence. He must make a study of his work, so that the information contained therein will be information, not mere words, to him. Thus he will gain a basic knowledge with which to meet the demands of the position held by the man higher up.

The machine-made stenographer is the one an employer refuses to encourage. Many of them are fairly good shorthand writers, but they lack the ability to grasp essential details. They lack initiative, they are not aggressive, they do not advance ideas which will prove short cuts to labor and develop economy.

They seem content with holding down a typewriting job, keeping an eye on the clock. They have no eye on the future. Business men say this class of men are not assets. They are only fillers in, working for a stipend that satisfies. And they will always be the same.

Constant Understudy of the Boss

Good stenographers—the stenographers who are going to be something else some day—constantly understudy the employer and try all they can to get a line on the advanced position. They are progressive, anxious to learn, and keen to elaborate what they have learned. They develop the present and live for the future.

Among the many men who were not satisfied to remain shorthand writers is F. E. Benedict, manager of the general supplies department of Fairbanks, Morse & Co. Mr. Benedict learned stenography while working on an Iowa farm.

"I studied shorthand," he said, "because it appealed to me strongly as the best means of becoming a successful business man. I worked in a hay field during the day and studied shorthand at night. I found it a fascinating study, the more so because I felt it meant achievement.

"Three years of the fourteen that I have been with Fairbanks-Morse were spent as an amanuensis under heads of various departments. During this time I applied myself to mastering the details of the business. If I had it all to do over again, the first thing I'd do would be to learn stenography.

"Our firm favors the energetic and well-balanced stenographer, and the fact that many of our stenographers have graduated from the ranks and become managers of our branch offices is ample testimony of their qualifications.

"Fifteen years ago C. W. Pank was one of the best stenographers to be found in Chicago. To-day he is managing our St. Louis branch. A. A. Taylor, another

stenographer of former years, now is the head of our railroad department.

"All our graduate stenographers came here as raw recruits. The positions of responsibility they hold to-day speak eloquently of what stenographers who use their heads can do."

Chance to Master Business Detail

Albert F. Osterloh, Chicago manager of the Goodyear Tire and Rubber company, who began as a stenographer, thus tells how his promotion was accomplished.

"I think stenography is a wonderful asset to a young man. If he begins modestly and has a faculty for grasping the minor points of the business in which he engages he is sure to come to the surface. He not only gets a line on the outside end of the business, but he masters the details of the inside workings.

"He sees the correspondence that goes out and comes in. Thus he acquires information that he could get in no other way. If he is of the right caliber he will readily grasp the ideas of the managing head of the business. He will observe the policy of the firm.

"As a stenographer he gets in touch with the principles of the business and its workings in a way that is not accorded the ordinary clerk or other employee.

"I would advise any young man beginning a business career as a stenographer to start with a small firm, a concern that has only two or three shorthand writers. In this way he will have the advantage of learning the business all the more readily and his chances for promotion will be greatly enhanced.

"To my way of thinking the big firm has too many other things to think of. The stenographic amanuensis, in the rush of development, is lost sight of, and his ability is likely to suffer accordingly."

No Better Opening for Youth

"There isn't a better business opening imaginable," said Alonzo Newton Benn, vice-president of the Omaha Packing Company, himself an old-time stenographer, "than that afforded a stenographer who has brains and initiative.

"The stenographer is constantly in the closest touch with the important things connected with the business.

"I wrote shorthand for about four years out in Nebraska. All this time I applied myself diligently and closely studied the wants of my employer. I found that I was spending my time to good advantage, for in 1893 I was sent to St. Joseph as manager for the Omaha Packing Company.

"The boss is the man to please, and you can please him only through application and attention to his requirements. His ideas are the best business developers I know of."

John Ball, assistant purchasing agent for the Chicago and Northwestern Railway, spent several years in the purchasing and other departments of that company. He "froze to" the man under whom he worked and learned how not to buy a locomotive and how to get the right price on pins.

"I am a stenographic enthusiast," said Mr. Ball. "Any young man who begins a business career as a stenographer chooses the right path. One of the main faults I find with the ordinary amanuensis, however, is that he has not acquired even a common school education.

"This is shown in his transcribed product. His spelling is faulty, his diction ungrammatical. Consequently he not only suffers, but the man who employs him is at a disadvantage. As a stenographer he is a failure, as a business man an impossibility."

Lack of Education Big Handicap

Albert MacRae, editor of the Santa Fe Employees' Magazine, for years was stenographer and secretary to Vice-President J. W. Kendrick of the Santa Fe road. Lack of education, according to Mr. MacRae, is the crying deterrent to the success of many stenographers.

"There is nothing in the world," said Mr. MacRae, "that could prove a greater handicap to the young stenographer than lack of education. I say this without qualification, for I have been in the railroad business in many capacities for years, during which time I have come in personal contact with innumerable stenographers whose shorthand was good, but whose inability to speak and write the English language was insufferable.

"Stenography has been a pet hobby of

mine, and I have perhaps put myself out to study character in my contact with alleged shorthand writers. The all-around, educated and wide-awake stenographer is uncommon. Occasionally one finds employment in a railroad office. When he does his employer wears a smile of satisfaction.

"If a stenographer pleases the employer the employer in turn takes a healthy interest in the welfare of that stenographer. His advancement is merely a question of time. I never lost an opportunity for acquiring details that ultimately worked to my advantage. I studied long and hard, and my stenographic duties finally became subservient to the duty of mastering the most trifling detail of my employer. When stenographers learn this there will be more promotions."

Men who know what they are talking about agree that stenography of all the minor pursuits gets the quickest and the biggest results in the way of promotion. They also say that only about one in every ten stenographers takes advantage of this fact. Are you going to be the tenth man?



The E. C. T. A. Convention

Atlantic City, March 20-22, 1913

THERE was an immense attendance at the convention of the Eastern Commercial Teachers' Association—by far the largest gathering of commercial teachers held anywhere in the past five years.

It was an interesting, instructive and enjoyable meeting from start to finish. The best evidence of this is the fact that the Association took the unprecedented course of deciding to hold its next meeting in the same place.

In future issues of the magazine we hope to publish some of the interesting and helpful papers that were read.

The new officers are:

President: John E. Gill, Trenton, N. J.

Vice-President: M. H. Bigelow, Atlantic City, N. J.

New Members of Executive Committee: Freeman P. Taylor, Philadelphia, and E. E. Kent, Springfield, Mass.

President Wilson's Inaugural Address—II

(The key to this plate will be given next month.)

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704. 705. 706. 707. 708. 709. 710. 711. 712. 713. 714. 715. 716. 717. 718. 719. 720. 721. 722. 723. 724. 725. 726. 727. 728. 729. 730. 731. 732. 733. 734. 735. 736. 737. 738. 739. 740. 741. 742. 743. 744. 745. 746. 747. 748. 749. 750. 751. 752. 753. 754. 755. 756. 757. 758. 759. 760. 761. 762. 763. 764. 765. 766. 767. 768. 769. 770. 771. 772. 773. 774. 775. 776. 777. 778. 779. 780. 781. 782. 783. 784. 785. 786. 787. 788. 789. 790. 791. 792. 793. 794. 795. 796. 797. 798. 799. 800. 801. 802. 803. 804. 805. 806. 807. 808. 809. 810. 811. 812. 813. 814. 815. 816. 817. 818. 819. 820. 821. 822. 823. 824. 825. 826. 827. 828. 829. 830. 831. 832. 833. 834. 835. 836. 837. 838. 839. 840.

The Gregg Shorthand Association

Another Earnest Letter from President Gurtler

WE are rapidly nearing convention time. The Committee on Local Arrangements is planning something worth while in the way of entertainment. The convention will be held at one of the best hotels in Chicago about the middle of August. Very reasonable rates have been obtained. If we get the co-operation of the writers throughout the country in the way of membership, we will be able to furnish very substantial entertainment free to members. The matter of concern right now is *membership*. We have been very much pleased at the response we have received from a few letters sent out. We have not heard from all of them to date, but we know that none who have received our letter will fail to send in at least one membership to the G. S. A. If you are located at a great distance from Chicago, and will be unable to attend the convention you at least want to have a part in the greatest shorthand convention ever held. It is our opportunity to pay tribute to the author of that splendid system of shorthand in the very writing of which we all find a special and different pleasure than can be found in the writing of any geometric or semi-geometric system of shorthand.

Geographical Representation

Remember we will publish a Silver Jubilee Honor Roll of the members of the Association, and every state in the union and every country where Gregg Shorthand is taught ought to be represented. If you live in a state where you feel there are not many Gregg writers, won't you take it upon yourself to be sure that we have ten members at least to represent your state? If you live in a city where there are say as few as twenty-five Gregg writers, do you want this roll to be published with no representation from your city or only one? Would you have the world believe that there was only one member in your city

who was alert enough to comprehend the opportunity presented? I don't believe you would.

Business Colleges and High Schools

Again, is there a business college or high school in the country that is willing not to have representation on this roll? Every student in your school at present and every graduate of your school, every writer of the system in your city, is eligible to membership. You represent progression. You represent the latest ideas in shorthand and typewriting. You are more familiar with the situation than your students and former graduates. How would it be to have a little talk with them and show them that for patriotic reasons it would be most desirable to have a part in this jubilee celebration? The membership fee is one dollar a year.

We know full well how easy it is to put off sending in your membership fee of one dollar, but in order that the Jubilee Committee may know just to what extent to prepare for suitable celebration, we earnestly urge you to send in your membership at once.

The celebration would be much more effective if every state in the United States and every country where Gregg shorthand is taught were represented, and, of course, as many different cities in those states and countries as possible is desired to bring about a world-wide celebration. When the Fiftieth anniversary occurs there will be so many people writing Gregg shorthand that there won't be that particular honor and significance about being a member that there is now.

The Secretary is Miss Pearl A. Power, care West Chicago Park Commissioners, Chicago, Illinois. Send your membership fee to her to-day.

FRED H. GURTLE,
President.

YOU always find those men the most forward to do good, or to improve time and manners, who are always busy.—*Gladstone.*

Miscellaneous Correspondence

(The key to this plate will be given next month.)

Railroad — *the first of the great railroads of the country*
the first of the great railroads of the country
the first of the great railroads of the country
the first of the great railroads of the country

Real Estate — *the first of the great railroads of the country*
the first of the great railroads of the country
the first of the great railroads of the country

Reporting — *the first of the great railroads of the country*
the first of the great railroads of the country
the first of the great railroads of the country
the first of the great railroads of the country

Commission — *the first of the great railroads of the country*
the first of the great railroads of the country
the first of the great railroads of the country
the first of the great railroads of the country

Publishing — *the first of the great railroads of the country*
the first of the great railroads of the country
the first of the great railroads of the country
the first of the great railroads of the country

The Learner and His Problems

A Department of Hints and Helps for the Learner and Others. Conducted by John R. Gregg, 1123 Broadway, New York City, to whom all communications relating to this department should be addressed.

The Development of Speed in Shorthand

THIS morning we received a letter from a young stenographer who is ambitious to become a court reporter. Although he says he has a reliable speed of about 150 words a minute on solid matter, and 175 on easy matter, he is discouraged because he finds it difficult to increase his speed beyond that point, or at least his progress is so slow as to be hardly noticeable.

This is a phase of the development of speed in shorthand that is not commonly understood, and perhaps an explanation of it may be of interest to many ambitious writers who have had an experience similar to that of our correspondent. More than that, it may be a source of encouragement to them to know that this is a *universal* condition and not one peculiar to them.

The Psychology of Shorthand Speed

When we were working up speed many years ago, we found that at different points in the practice repeated tests showed absolutely no gain in speed—and then after a while we moved forward a few notches without any apparent reason. Afterwards, in conducting dictation work we noticed that all of our students seemed to have the same experience. At times they seemed to have reached their limit, and they would naturally become discouraged. About this time we read an article about "Speed in Shorthand," by the late Mr. D. L. Scott-Browne, which was so helpful that we are going to quote that part of it relating to this phenomenon:

Endurance

At times the student makes steady headway which he can see from day to day; then he will seem to have attained his whole mental status or growth, and no sign of progress appears to encourage him for perhaps weeks at a time,

practice as faithfully as he may, work as hard as he can. To him the acquirement of speed is the greatest of mysteries. He cannot understand why continuous practice for a reasonable length of time does not produce speed. It is because another process is going on at this point of the study. The art has been learned as far as its principles are concerned, but the mind has not yet been quickened and toughened, so to speak. That process is now going on, and it is like the description given of the cultivation of muscle in the blacksmith's arm, with the exception that it is *mind* muscle in this instance. It is going through a sort of mental gymnastics which gives endurance, rapidity of execution, and skill in maneuvering. His mind gains command over itself. He must think and forget, must open and close the valves of thought, must force concentration on the subject matter of the speaker at one moment, and at another his mental action must be entirely mechanical. He must have thorough discipline of the mental faculties, and his mind must be as flexible as a rubber ball, and with all its flexibility it must be as strong as it is possible for the strongest muscle of the body to become, to bear the strain that will be put upon it.

"The Progress Curves"

There was a more scientific explanation of this feature of the development of speed in shorthand—or rather the lack of development at certain points—in a paper on the "Psychological Side of Teaching Shorthand," read before the G. S. A. convention in Chicago some years ago by Mr. W. A. Hadley. In the course of his paper Mr. Hadley drew on the board what he termed "The Progress Curve." The report described the illustration as follows:

This line of progress begins with a fairly long line slanting upward rather sharply, designed to represent graphically the student's rapid gain in speed up to a certain point; then the line is horizontal for a space, then up again, and then horizontal for a longer period—the upward line becoming always shorter and the horizontal always longer. Real gains, however, are being made during the periods when the student is apparently standing still—which is

List of Similar Words—(Concluded)

| | | | |
|-------------|------------|-------------|----------------|
| abandon | decease | earnest | debtor |
| abundant | disease | earliest | deter |
| | desist | | |
| concession | | hereafter | legislate |
| causation | dissection | hereinafter | legislation |
| | discussion | | legislator |
| oppression | | human | legislative |
| operation | disturb | humane | legislature |
| | distribute | | |
| probation | | pressed | appeared |
| prohibition | injurious | presented | happened |
| | injustice | praised | |
| attainment | | expensive | description |
| atonement | incorrect | expansive | discourse |
| | in correct | | |
| burn | | remarked | can't |
| brown | starred | remembered | count |
| burnt | started | | |
| burned | | | |
| | domination | close | correspondence |
| | damnation | course | correspondent |
| detection | | | |
| dedication | furnish | ours, hours | high |
| deduction | finish | recent | highly |

in line with Professor James's famous remark that "we learn to swim in the winter and to skate in the summer."

In answer to a question Mr. Hadley said that it required more effort to raise the rate of writing beyond 125 words per minute than was required to develop a speed of 100 words per minute, and that to raise the speed to 150 words per minute one must use the cube of the effort represented by a speed of 125 words a minute.

It will thus be seen that the seeming lack of progress at certain points in the study, especially in the higher speeds, is due to certain psychological principles. It is the universal experience—the points at which this apparent cessation in progress occurs may vary with different individuals, but that is all.

Experience of the Experts

As further confirmation of this, we may mention that all the writers whose achievements have proved an inspiration to so many of our readers have all had those weeks of practice when there was no apparent gain in speed. In the introduction to the "Expert Shorthand Speed Course" under the heading "Suggestions for the Student Based on the Experience in Training the Contestants for the International Shorthand Speed Contest," there appears the following:

There should be a perceptible increase in speed each month of your practice, and you should therefore put your speed limit a little higher. In the work with the contestants, the speed was increased about five words per minute per week for the entire time given to the work. But this was not a steady increase. *There were times when the writers would "stick" on one speed for several weeks;* but it appeared at times as if during this time they were accumulating latent speed that was afterwards available.

That last sentence should be a source of encouragement to all writers who are inclined to get discouraged when there are, at times, no signs of progress to reward them for the effort they put forth. And right at that point the ambitious writer is being put to the real test—if he has that grit, gumption, "stick-to-it-iveness," or whatever you may call it, that is essential to success, he goes on to those higher levels where he can strike hands with the experts, and say "I am of your select circle, and entitled to all the honors, privileges and

financial increment thereto appertaining,—or words to that effect."

Some Points in Execution—No. 3

IN this series we have not attempted to follow any systematic plan, but have simply given suggestions about the simple joinings as they occurred to us. Our experience has been that when a writer of shorthand complains of his inability to acquire speed an investigation generally shows that he has not a thorough executional *mastery* of such simple alphabetic joinings as were explained and illustrated in this department in the past two months. But most writers are inclined to believe that they have a thorough mastery of them—until they see these combinations written by an expert. And, of course, if they have not a mastery of those simple joinings which are at the basis of the system, they cannot hope to become really expert.

The practice of these combinations gives control of the hand, and promotes facility and flexibility in writing combinations of letters. These are important factors in the attainment of that high degree of skill, which is equivalent to greater earning capacity and immense personal satisfaction.

The Letter "S" Important

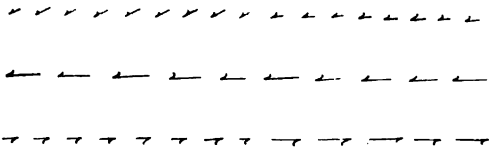
The joining of "S" to other letters is deserving of a whole article. It may seem an exaggeration, but we have known many fairly competent writers to increase their speed in writing words and phrases containing "S" from twenty-five to fifty per cent by devoting an hour or two to practice—to the right kind of practice—on combinations of letters containing "S." Because of the great frequency of this letter, such increased facility has a very marked effect in increasing the *general* speed.

It is a little difficult to explain in print how much an improvement can be effected in writing combinations containing S, but we shall try to do it.

Joined to Straight Lines

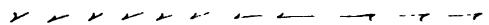
Let us first take "S" joined to straight lines. There should be no pause in writing *st, sn, sm, ns, ms*. Do you understand

that? If not, read the sentence again, and then examine the following closely:



In writing the above the pen *did not stop moving* at the angle. In writing *st*, *sn*, *sm*, the "S" was merely a drop movement of the pen and the next letter was *joined instantly*; in *ns*, *ms* the pen did not stop at the end of *n* or *m*, but swung back instantly.

Many writers execute these joinings thus:



They allow the pen to *rest* after the first stroke—they think of the letters *singly* instead of as *combinations*—and consequently they execute them *singly*.

We cannot over-emphasize the importance of this suggestion. If you have formed the *habit* of writing these combinations as shown in the last illustration, by all means work hard to overcome that habit, or it will be a constant obstacle to the attainment of high speed.

Joined to Horizontal Curves

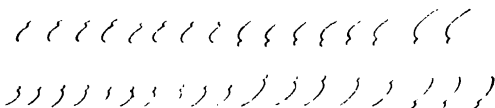
What we have said about joining "S" to straight lines will apply where it is joined to the horizontal curves and to the hooks; thus:



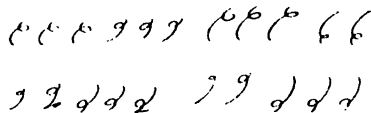
To some extent it applies to all joinings because it embodies the idea of "getting round the corners" quickly—which is one of the "speed secrets."

Joined to Downward Curves

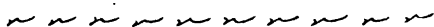
Where "S" is joined to a downward curve it is important to "get round the corner" quickly, but it is also important that the *uniform slant* be maintained.



Here is another little drill on the same joinings with circles included:



Although the use of *str* is somewhat restricted on account of the application of the *tr* principle in so many prefixes, it is one of the most facile of forms when properly written. Sometimes when giving a class drill on this joining we have noticed students making three distinct motions in writing this simple combination! When this happened, we asked the class to write in *longhand* the two forms of a small *r*. Then we asked them what the second of the forms represented in *shorthand* and they probably said "*str*." Then we asked them if in writing it there was any *pause of the pen*. "No." Why then did they make three distinct movements in making the *same form* in shorthand? Simply because they thought of the *individual letters* and not of the *combination*. A little drill followed—until they could write *str* without a pause.



Note that it is important to write "T" *short* and with a rather vertical inclination. Here is a drill on words containing the combination:



This is enough to keep you busy for the present—until we can think of some other suggestions.

(To be continued)



"What's worth doing at all is worth doing well."

* * *

The world generally gives its admiration not to the man who does what nobody else attempts to do, but to the man who does best what multitudes do well.—*Macaulay*.

Charts of the Compound

Miss Florence McDermott of the Acme Business College, Seattle, Washington, is awarded first place in this contest. The charts she submitted were not only beautiful specimens of writing in both shorthand and typewriting, but showed a most searching study of all the principles of the system. We regret that owing to a lack of space we cannot present specimens of them. Miss McDermott started with the beginning of the alphabet and traced the principles in all possible combinations right on down through from "a" to "z."

Mr. Freemont I. Ballou of Los Angeles, California, also submits a set of charts that is worthy of high praise. Mr. Ballou's charts are not nearly so exhaustive as are those of Miss McDermott, containing only, as he says, "All those prefixes and suffixes in common use." It is therefore a very workable list that he submits. Still another very complete set of charts was received from Miss Amy D. Putnam, of New York City.



Mathilda Bedigie

(Meriden High School, Meriden, Conn.)

I Am Determined

(The key to this plate will be given next month.)

[Handwritten shorthand text, likely the phrase "I Am Determined" repeated in various combinations of prefixes and suffixes.]

Who won the Connecticut School Championship Shorthand Speed Contest, a full report of which was given in the March number of the *Gregg Writer* (See page 370).

An April Fool—II

(The key to this plate will be given next month.)

1. 5. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704. 705. 706. 707. 708. 709. 710. 711. 712. 713. 714. 715. 716. 717. 718. 719. 720. 721. 722. 723. 724. 725. 726. 727. 728. 729. 730. 731. 732. 733. 734. 735. 736. 737. 738. 739. 740. 741. 742. 743. 744. 745. 746. 747. 748. 749. 750. 751. 752. 753. 754. 755. 756. 757. 758. 759. 760. 761. 762. 763. 764. 765. 766. 767. 768. 769. 770. 771. 772. 773. 774. 775. 776. 777. 778. 779. 780. 781. 782. 783. 784. 785. 786. 787. 788. 789. 790. 791. 792. 793. 794. 795. 796. 797. 798. 799. 800. 801. 802. 803. 804. 805. 806. 807. 808. 809. 810. 811. 812. 813. 814. 815. 816. 817. 818. 819. 820. 821. 822. 823. 824. 825. 826. 827. 828. 829. 830. 831. 832. 833. 834. 835. 836. 837. 838. 839

Satisfied Incompetency

WHENEVER a salesman or a clerk, bookkeeper, or what not has reached a point of maximum efficiency in his department and can find nothing else to do so that his work runs in a uniform groove and he has time on his hands for idleness, he should either find some new avenue of usefulness for his extra time or he should get another job. The man who stops stock still in any position no matter how good his work may be in that position may be termed a satisfied incompetent, because growth is one of the conditions of being. When one stops growing, one begins to retrograde. The tendency of all work is to assume the lines of habit. In labor which is more or less mechanical, the mind becomes habituated to certain motions which are performed subconsciously, as in the case of the typewriter operator who can write one thing from a book while carrying on a conversation with some one at his side or of a pianist who can carry all the parts of a piece of music while conversing on some entirely different subject. It is somewhat the same with the regular daily work no matter what that work is. The tendency is always to do a given thing in the same way until it becomes a habit. This is one of nature's great economies, without which no one could ever get anywhere, but which, when gone to seed, becomes a bar to progress. If one has refined his method to the last analysis so that no further improvement can be made upon it, then he should undertake to find additional work not only for the sake of the store, but for his own sake, because, unless he does, his intellectual growth stops. No man is any longer fitted to fill a good position unless he is on the lookout to do better work tomorrow than he did to-day. He may not always succeed. He may fail oftener than he succeeds, but he must make a consistent effort every day to improve the quality of his work. No business can afford to keep men in responsible positions who have gone to seed.—*Office Appliances.*



"Watch the little leaks and you can live within your salary."

THE "Order of Gregg Artists"

is a clan composed of artistic writers of the system, which has for its object the development of artistry in writing. This department is the official spokesman of the clan. Conducted by Alice L. Rinne, O. G. A., 32 S. Wabash Avenue, Chicago, to whom all communications relating to this department should be addressed.



HOW TO BECOME A MEMBER OF THE O. G. A.
Make two copies of the article "O. G. A. Test" in your very best shorthand. Send one copy to the editor of this department, the other retain for comparison with the shorthand "plate" which will appear in the June issue. If your copy possesses the necessary artistic qualities, you will be awarded an "O. G. A." certificate, and your name will appear in the published list of members. An examination fee of twenty-five cents must accompany your test. A test is good only until the 15th of the month following date of publication.

The O. G. A. is a select company of artists, and membership is granted only to those whose notes show unquestionable artistic merit. It is worth your while to try for membership. You may not succeed the first time you try, because the standard is very high. But you will not know until you do try.

The emblem of the clan is a triangle enclosing the characters O. G. A. The left side of the triangle stands for "theory," the right side for "accuracy" and the base for "beauty"—the three qualities that go to make up artistic writing.

EDITORIAL comment is crowded out by our desire to quote from the many interesting letters we have received from the teachers and from prospective members of the Order, so, with the exception of making one important announcement, we aren't going to say more than a word or two!

Judging from the letters of inquiry that have come our way, every one of you will be glad to hear that we have just placed a comparatively large order for pins and buttons symbolic of the Order. The emblem is triangular in shape, showing the three significant letters O. G. A. The metal is bronze, and altogether the pin is one which we believe every "artist" will be proud to wear. We have done our best to secure low quotations on our order for pins and buttons so as to be able to give our members the benefit. The price—either pin or button—is to be twenty-five

cents. Were it not for the pressure that has been brought to bear on us in this respect, we should defer this announcement another month or so because of our inability to fill any orders received before the first of May. However, if you wish, you may write us immediately, and we shall see that all requests are attended to in the order of their receipt.

Mr. Ellsworth Thee, Massillon, Ohio, secretary of Local Order No. 5, writes us:

Eleven pupils of the Massillon Actual Business College, and our teacher, Miss Ida L. Hodges, have organized a Local Order of Gregg Artists and have elected Miss Ida L. Hodges president, Miss Gladys Stilgenbauer, vice-president, Ellsworth Thee, secretary, and George Grojean, treasurer.

We have organized this society with a view to improving the legibility, accuracy and beauty of our shorthand. We intend to hold weekly meetings, in which we shall discuss everything pertaining to progress in shorthand. We have also submitted a design for an emblem to a Class Pin Company, and hope to secure pins for our society.

In another letter Mr. Thee writes:

The Massillon Order of Gregg Artists has decided to have some letterheads printed, to be used in our correspondence.

We would like to secure an electrotype of the O. G. A. emblem, like that published in the *Gregg Writer*, to be used in printing these letterheads.

Can we secure one of these electrotypes from the Gregg Publishing Company? If not, could you please tell us where we could get one?

If you can supply us with an electrotype, please let us know, stating the price.

Because of this letter and many others of the same purport, we are making our announcement. This, of course, is to save the Local Orders any extra expense to which they might go in ordering specially made buttons. On account of the size of our order, the quotations given us would naturally be lower. Please address orders for pins and buttons to the editor of this department.

the quarter, and would better enable them to make it the next time. Hope to send others in later as the students get them out.

This plan seems to me a very good one indeed, and one that should arouse enthusiasm in all who write the system.

We believe Miss Smith's letter voices the consensus of opinion as far as the teachers are concerned. Every letter received this month fairly teems with enthusiasm and it begins to look as though our most sanguine hopes—our hopes for the enrollment of *every* subscriber—are to be realized. Our teacher friends are working with a view to definite organization in this respect and some of them have written us that a membership in the Order has been made a requirement. Miss Elizabeth Criswell of the Township High School, Joliet, Illinois, says, in this connection:

I am enclosing some copies for the O. G. A. made by my pupils. I dictated the test, so it is not copy work. These people have been studying shorthand only since last September, and I think do well as we do not have as much time for dictation in high school as we would like.

You may expect papers from us now each month, as I have made the requirement that each one must hold an O. G. A. Certificate this year. The incentive is a wonderful help in improving the pupils' work.

The following letter from Mr. Dumbauld of the Middletown High School, Middletown, N. Y., is only one of many received, showing the spirit of persistence which seems to have invaded the classes of our enthusiastic teacher friends:

I am sending you herewith my copy for the O. G. A. as found in the February number of the *Writer*. You will also find enclosed some copies prepared by my students, who are aiming for a certificate.

Perhaps none of us will be successful the first time, but you can't discourage us if we are told to try again. I was a little dilatory in getting them at work on this number, but if we are not successful, we are bound to make you send us a certificate later.

While I can see defects in the work submitted, and have pointed them out, they rather think it well to submit the papers anyway, and your suggestions may be helpful to them.

Miss Harriet Armstrong of the Portland High School, Portland, Maine, says:

Enclosed I am sending you copies of the February test by four members of my class, with the examination fee for the same.

These copies are just as they were passed to me by these pupils, having been done by them without help or criticism. They all, I

notice, contain some errors, but if you think them worthy of certificates we shall all be much pleased and encouraged. If not, your criticism will be cheerfully received and will, I am sure, prove helpful when they try again. All in this class are much interested and are planning to send in tests as soon as these are heard from.

We hope to receive the tests from the rest of the pupils in Miss Armstrong's class. The work already received is beautiful and quite a credit to both teacher and student.

Several additional papers from students in the Rude Bros. Business College of Carthage, Mo., have come in. Mr. Rude writes that his wife is a teacher of several years' experience and that she is anxious to get the O. G. A. Certificate so as to be able to join Local Order No. 1, which was organized some weeks ago under his direction. He also says:

Everything is moving along nicely and great interest is taken in our work. We want to thank you for the interest you have shown in our work, as it helps to keep up the enthusiasm among the members.

And this prompts us to tell you that we *are* interested in every member and that even though you have been granted the Certificate we want you to write us from time to time. "Two heads are better than one" and with so many to offer suggestions, is there any limit to what we should be able to accomplish? We think not. So whenever anything occurs to you that you believe would help us in any way, please write! Mr. Paul S. Lomax of the Hannibal High School, Hannibal, Mo., writes that he is sending his test as he is anxious to be in line with the boosters of the highest standard of Gregg Shorthand writing. Won't every teacher help us to form a long line?

And now comes a plea from one who is interested in those who are studying shorthand by themselves. Miss Nina N. O'Mealey of Saltfork, Okla., writes, in part:

Your department was filled with enthusiasm this month, and especially so for schools. Yet, that poor student who is studying shorthand by himself and who has never seen an outline executed, has my sympathy. He must have the determination of Grant, the self-confidence of Columbus, and the persistence of Thomas A. Edison in order to reach the goal for he does not have the enthusiasm of the trained teacher to carry him through.

Now, we don't want you subscribers who are not in school to feel that you are in any way neglected. You may not have the enthusiasm of the trained teacher to help you out, but you have the *Gregg Writer*. It is loaded with enthusiasm, and so are we! All you have to do is write us when you are in need of suggestions. We mean the magazine to *take the place* of the trained teacher after you have left school. That is what it is for. That is why we urge you to keep up your subscription because we *know*, from experience, that you will find it indispensable in your practical work. That is why we appeal to you for your contributions to the departments—because we want to make it *your* magazine. We want you to realize that your knowledge of shorthand and typewriting are the tools of your business and that unless you keep those tools in A No. 1 condition you will soon find yourself losing ground in your profession. Let us quote from a few of the letters received from those who have been out of a school for a long time, but who are doing what they can to keep their tools sharp. Miss T. M. Hanson of Allegan, Mich., writes:

I am submitting my notes on the O. G. A. test, but not with much confidence. Each time I copied it and braced up on one word, I'd fall down on some other. I was very anxious to qualify at the first attempt, but I'm out to win, if not this time then some other time, and I shall be very glad to receive your criticisms and profit by them. It's comparing my notes with those in the *Writer* that gives me heart failure, but I'll send them in as I do not want to be late. I am enclosing stamps.

If we could let you glance at Miss Hanson's notes you would soon see that she has little to fear from heart failure! They have a swing and beauty of execution which is extremely gratifying.

Mr. Walter Edw. Lindig of Brooklyn, N. Y., writes us that he is self-taught; that he had only the Manual and other supplementary books to aid him in his study. His notes are wonderfully accurate, both in execution and theory. We wish him continued success and hope to hear from him—as well as others—in connection with this department from time to time.

And now we should like to tell you about the benefit derived from the department

by some of its members. One applicant who failed to secure the Certificate on the first trial writes:

I am sending in the test for February and I hope you will see some improvement in my notes.

I am glad my first test was rejected, for the criticism you gave me was just what I needed. I did not know my shorthand was getting so low, and your letter gave me a great deal of help.

I have very little shorthand work where I am employed, so I had not given my notes much attention since I left school and was certainly surprised when I compared my notes and saw the many mistakes I had made.

The suggestions in the O. G. A. department have been a great help to me, and I have tried to follow them closely. My notes seem to be a little unsteady yet, but I think with a little more practice I will soon master that.

Isn't that just the trouble with most of us—that we don't realize that our tools are getting so dull? Let us do more comparison work. There is nothing like it if we want to show ourselves up!

Another letter reads:

I received your letters some time ago and appreciate very much the interest you have taken in me.

At first I was very disappointed that I did not pass the test, but after looking up the many principles you so carefully brought out, I found how reckless I had been in writing the test. I intended to try the next month, but I have been ill.

The last week or so I have been working on the test in the February number, and I hope you will see enough improvement in it to send me a certificate of the O. G. A.

Why can't we all show the spirit possessed by the writer of the following:

Quite sometime ago I received your letter in regard to my first attempt to secure a certificate in the O. G. A. clan.

I wish to thank you for your encouragement and the good pointers you have given me, and though I have not had time to practice or study a great deal over my errors, I am again making another trial, and am in hopes that this time my notes will meet with a little more success, though it is hardly likely, for I know they are far from being up to a standard that I would like to have them. However, I always remember the old saying: "If at first you don't succeed, try again," so if I am not successful this time, I shall not be discouraged. Some time I am sure of reaching the goal.

I enclose herewith my transcript of "American Cities in 1912," which I submit for your approval and such criticisms as you see fit to make. Suppose you charge the fee of twenty-five cents for examination for each and

every test, so therefore am enclosing this amount with my notes.

Trusting that they will receive due consideration, and that I will again hear from you in regard to any faults you may find, I beg to remain.

There is a great deal that we can't tell you in the department because of space exigencies, but we can do it by letter. There isn't any limit to the number of letters we can write, so let us tell you by personal letter that which we can't get into the pages of the magazine. There were over three hundred tests to be considered this month. That meant work, but it also means that we are on the road to standardization and that is our goal! Three hundred tests each month for a few years would mean *every* subscriber. Send yours in!

The O. G. A. Test

Cramped Lives

The law of sacrifice has always appealed successfully to the imagination of mankind. In the history of the Christian Church, as in the moral history of mankind, the ideal of the voluntary sacrifice of one being for another has always been apparent. It has produced the supreme sufferers, those heroic souls who wrought, endured and died that the race might profit by their pain. It is an ideal which the world can understand and, in its own way, appreciate. Side by side with it has existed another and more human ideal which represents moral effort not as a sacrifice, but as a harmonious development of all the parts of human nature in just proportion to each other. It is the more subtle of the two and the less easily understood. "If thy hand offend thee, cut it off and cast it from thee" is a precept which appeals by its very simplicity, its directness. It is the drastic method which the world understands. The priest and the monk are the natural fulfillment of this ascetic ideal, and it is a recognition of this fact that accounts for their power over the heart and conscience of mankind.

In the opposite camp are those who realize that, in a world where we must needs make the most of things, no theory or system which requires of them the sacrifice of any part of their experience can have any real claim upon their allegiance. To such as these the priest stands as a type of the cramped life. So, likewise, though in lesser degree, stands the soldier, the sailor, the doctor, the lawyer—all who voluntarily or through force of circumstances cut themselves off from the main stream of life to pursue their course in narrower channels. From this point of view, in

fact, it would seem that we are all leading cramped lives except those of us who are doing nothing in particular. It is a maintainable position, and no doubt the true idea of "aristocracy" lies just there. We ought to be doing nothing in particular—that is to say, no one thing to the exclusion of everything else. Who knows what we are missing of the things that matter while we are so busy about our small affairs?

But there is another kind of cramped life which owes its condition not to any mere material fact, but to a state of mind. It has nothing to do with the necessary limitations imposed by a man's profession or calling. It is an inherent deficiency in his own character. The priest, the soldier, the doctor, the lawyer, each may have his private interests, his enthusiasms, his passions which yield him that quickened sense of life and so redeem it from mere professionalism. But the man in question has no such colored moments. He lacks a certain disposition of mind—the power of absorbing the elements in the intellectual life about him. He has no sense of the beauty and compass of human feeling. He fails to recognize the inner poetry of things. He has never learned to withdraw his thoughts from the mere machinery of life and fix them upon the spectacle of the great facts of men's existence which no machinery affects, "on the great and universal passions of men, the most general and interesting of their occupations and the entire world of nature," on "the operations of the elements and the appearances of the visible universe, on storm and sunshine, on the revolutions of the seasons, on cold and heat, on loss of friends and kindred, on injuries and resentments, on gratitude and hope, on fear and sorrow."

Of Coleridge it was said that from his youth he "hungered for eternity," and certainly Coleridge, in spite of his dejection, with his warm, poetic joy in everything beautiful, might serve as an almost perfect example of those who lead the fuller life.—*A. E. Manning Foster*, in *London Saturday Review*.

List of New Members

Florence Albertsen, Chicago, Ill.
 Evelyn Alexander, Aurora, Kans.
 E. Winifred Allington, Minneapolis, Minn.
 F. M. Allworth, Rawlins, Wyo.
 Julia D. Ambrose, Westville, Ill.
 Anna Anderson, Galesburg, Ill.
 Lillian E. Anderson, Albion, Mich.
 Niels C. Anderson, Broken Bow, Nebr.
 Ruth Ashbrook, Evansville, Ind.
 Mary F. Bailey, Berlin, Md.
 Phil C. Baines, Albion, Brisbane, Australia.
 Helen C. Ball, Portland, Me.
 Jennie Barcus, Canton, Ohio.
 Edith M. Barry, Newport, R. I.
 B. B. Barton, Joplin, Mo.
 Arthur J. Becker, Chattanooga, Tenn.
 Norman Beglin, Frostburg, Md.
 Hulda Behm, Hoquiam, Wash.

- Opal Benjamin, Tulsa, Okla.
 E. Harold Berges, Evansville, Ind.
 Agnes Bergeson, Great Falls, Mont.
 Frieda Bittrolff, Evansville, Ind.
 Ed. Blankenstein, Harvey, Ill.
 Deborah Blossom, Lowell, Mass.
 D. H. Boardman, Riverside, Cal.
 James C. Bodine, Joplin, Mo.
 Vivian Borders, Joplin, Mo.
 A. Roy Bortzfield, Lancaster, Pa.
 Pearl Bowers, Tempe, Ariz.
 J. E. Boyd, Kansas City, Kans.
 Elsie Brenner, Green Bay, Wis.
 Edward M. Brown, Georgetown, Del.
 Merritta Brown, Chicago, Ill.
 Louie Bruffett, Carthage, Mo.
 Mabel E. Bullard, Chester, Pa.
 Theresa Burk, Joplin, Mo.
 Blinn Bushaw, Albion, Mich.
 George F. Butturff, Bucyrus, Ohio.
 C. Ray Carlson, Joplin, Mo.
 Marie Carman, Joplin, Mo.
 Elma Carr, Evansville, Ind.
 C. C. Carter, Joplin, Mo.
 Helen Carter, Joplin, Mo.
 J. F. Caskey, Bellingham, Wash.
 Agnes Castell, Washington, D. C.
 Jessie Cheesman, Los Angeles, Cal.
 Waldo B. Christy, Tempe, Ariz.
 Ernestina Chyba, Cedar Rapids, Iowa.
 Chan Kim Chwee, Singapore, S. S., Malaysia.
 Alfred Clayton, Joplin, Mo.
 Mary Coberly, Joplin, Mo.
 Jerome F. Cole, Portland, Me.
 J. R. Conover, New York City.
 Burton T. Cooke, La Salle, Ill.
 Kathryn Cooper, Indianola, Iowa.
 Theodore Corenzwit, Newark, N. J.
 Cecil R. Corrick, Ottumwa, Iowa.
 T. Leroy Coultas, Lewiston, Idaho.
 J. E. Creager, Council Bluffs, Iowa.
 Shirley M. Crittenden, Albion, Mich.
 Nanson Curtis, Joplin, Mo.
 M. N. Cutlip, Clarksburg, W. Va.
 Helen Dages, Canton, Ohio.
 Leota Dalton, Joplin, Mo.
 Lucille Daniels, Joplin, Mo.
 Ethel L. Darling, Woonsocket, R. I.
 Noel Dauphinais, Winnipeg, Man., Can.
 Barton DeJarnatt, Evansville, Ind.
 Cortland H. Dippel, Norwalk, Ohio.
 Marie Donahue, Joplin, Mo.
 Ruth Douglass, Cedar Falls, Iowa.
 Maud E. Draper, Winfield, Kans.
 Edward A. Drews, Aurora, Minn.
 C. D. Dumbauld, Middletown, N. Y.
 Emma Duncan, Syracuse, N. Y.
 W. Floyd Dunn, Quincy, Ill.
 Arthur E. Dunstan, Evanston, Ill.
 Mildred Dysart, Phoenix, Ariz.
 Henry Etsch, Jr., Mt. Vernon, N. Y.
 Gertrude Fairbanks, Lynn, Mass.
 Charles Fanslau, Middletown, N. Y.
 Elsie M. Fausch, Nauvoo, Ill.
 Margaret H. Faust, Wingham, Ont., Can.
 Henrietta G. Fickett, Portland, Me.
 Ethel J. Fish, Providence, R. I.
 Elmer H. Fisher, Whiting, Ind.
 Marion Fletcher, Joplin, Mo.
 Olive Fletcher, Joplin, Mo.
 Kittie Ford, Albion, Mich.
 James Garver, Lancaster, Pa.
 Viola R. Gaskill, Portland, Me.
 Ruth W. Gearhart, Blair, Nebr.
 Eugenia Glasscock, Phoenix, Ariz.
 Ambrose Simon Gomes, Singapore, S. S., Malaysia.
 D. Webster Groh, Hagerstown, Md.
 Gilberta M. Gruver, Phillipsburg, N. J.
 Amy E. Hall, Independence, Kans.
 Elsie Hall, Benton, Ill.
 Emma Hamm, Joplin, Mo.
 Miss T. M. Hanson, Allegan, Mich.
 Loban E. Harmon, Quincy, Ill.
 F. N. Haroun, Portland, Ore.
 Adelbert H. Hartman, Bucyrus, Ohio.
 Mary Harutun, Joplin, Mo.
 William Hastings, Tulsa, Okla.
 Charles J. Hausman, Brooklyn, N. Y.
 H. E. Hedlund, Scott City, Kans.
 Beatrice Herman, Carlisle, Pa.
 Cornelia Heun, Joliet, Ill.
 Laura I. Hinckley, San Diego, Cal.
 Philip D. Hirschy, Phoenix, Ariz.
 Nellie Hollingsworth, Joplin, Mo.
 S. E. Hood, Benton, Ill.
 Evelyn Hope, Chelsea, Mass.
 Ed. Histed, Aledo, Ill.
 Estah Hopkins, Evansville, Ind.
 Vera Hornick, Sarnia, Ont., Can.
 Ruth H. Horton, Nauvoo, Ill.
 Nola Houdlette, Lewiston, Me.
 Mary Hutsinpillar, Aberdeen, S. Dak.
 Mae Immel, Glenwillard, Pa.
 Alta L. Jewell, Oskaloosa, Iowa.
 Ida Jobell, Hoquiam, Wash.
 Andrew Johnson, Joplin, Mo.
 H. L. Johnson, Seattle, Wash.
 Marie Johnson, Great Falls, Mont.
 Richard Johnson, Joplin, Mo.
 Marguerite Catherine Keane, Washington, D. C.
 Hazel Key, Joplin, Mo.
 Richard D. Kistler, Lancaster, Pa.
 Elam S. Kready, Lancaster, Pa.
 John Koch, Evansville, Ind.
 Clarence J. Lansing, Troy, N. Y.
 W. A. Larimer, Indianola, Iowa.
 Mary E. Lathrop, Waupun, Wis.
 LeRoy Lentz, Lebanon, Pa.
 Walter Edw. Lindig, Brooklyn, N. Y.
 Hazel Lindley, Carthage, Mo.
 Irene G. Lindquist, Sharon, Mass.
 Paul S. Lomax, Hannibal, Mo.
 Maude G. Magoffin, Carthage, Mo.
 Bertha C. Marshall, Boston, Mass.
 Florence M. Martin, White River Junction, Vt.
 Idabelle Masters, Grand Rapids, Mich.
 Etta D. Maurer, Bloomington, Ill.
 Jerome Mayol, Cambridge, Mass.
 Lulu McBride, Marshalltown, Iowa.
 Thurman L. McCormick, Joplin, Mo.
 Lewis E. McCrea, Joplin, Mo.
 Lucile McCrea, Joplin, Mo.
 Laura H. McDonald, Portland, Ore.
 Flodie L. Mears, Tacoma, Wash.

- Raymond Meyer, Evansville, Ind.
 Dora Miller, Denver, Colo.
 Ruth Morrison, Joplin, Mo.
 Beulah F. Mumma, Waynesboro, Pa.
 Earl Murch, Albion, Mich.
 Grace Murdoch, Tacoma, Wash.
 J. W. Murphy, Joplin, Mo.
 K. V. Nayakam, Singapore, S. S., Malaysia.
 John J. Neault, Jr., Marquette, Mich.
 Gladys Norris, Joliet, Ill.
 Ralph L. Nyhuise, Evansville, Ind.
 Anna Oberdorf, Kansas City, Mo.
 Ottilia Oehlman, Evansville, Ind.
 Nina N. O'Mealey, Saltfork, Okla.
 Addie Owen, Joplin, Mo.
 Gussie Palmer, Cincinnati, Ohio.
 Marjorie Parker, Wautoma, Wis.
 Mary E. Parker, Joliet, Ill.
 Eudie L. Parks, Salisbury, Md.
 Willmetta Patterson, Joplin, Mo.
 Edith E. Pelton, Middletown, N. Y.
 Sherman Perry, Taylorville, Ill.
 Margaret Imelda Pfeifer, Washington, D. C.
 Rolla Phillippi, Quincy, Ill.
 Tucker Pinney, Phoenix, Ariz.
 C. M. Porritt, Toronto, Ont., Can.
 Everett Potts, Olathe, Kans.
 J. Prangle, Jr., Lancaster, Pa.
 Dee Prigmore, Carthage, Mo.
 Raymond Putney, Phoenix, Ariz.
 Mary Quatman, Nauvoo, Ill.
 Mabelle Rhodes, Evansville, Ind.
 Roy T. Richards, Tempe, Ariz.
 Viola Roberts, Chicago, Ill.
 Anna T. Roche, Salem, Mass.
 Esther Romig, Evansville, Ind.
 Alexander Rosas, Phoenix, Ariz.
 Edgar Ross, Portsmouth, Ohio.
 Mrs. Eunice R. Rude, Carthage, Mo.
 J. G. Rule, Fort Dodge, Iowa.
 H. J. Russell, Winnipeg, Man., Can.
 Clarence Ruston, Evansville, Ind.
 Fannie S. Salmons, Parkersburg, W. Va.
 Wm. A. Sanders, West DePere, Wis.
 Diamond Kwong Sang, Toowoomba, Queensland, Australia.
 Edna Saupert, Evansville, Ind.
 Ethel C. Sawyer, Cumberland, Wis.
 Mrs. Clara K. Schade, Los Angeles, Cal.
 Bessie Schank, Independence, Kans.
 Charles F. Scholl, Parkersburg, W. Va.
 Clara Schulte, Joplin, Mo.
 Paul H. Seay, Lockport, Ill.
 Roger Seibert, Evansville, Ind.
 Oral W. Seipp, Albion, Mich.
 Veneta Shumate, Quincy, Ill.
 Azale W. G. Simpson, Portland, Me.
 Georgiana Smith, Joplin, Mo.
 Glenn Smith, Quincy, Ill.
 M. Genevieve Smith, Hardwick, Vt.
 Wm. E. Smith, Quincy, Ill.
 Ethel M. Solloway, Georgetown, Del.
 J. M. Spalding, Pueblo, Colo.
 Bertha Spiva, New Bedford, Mass.
 Celia Sprague, Albion, Mich.
 Leslie E. Squires, Tacoma, Wash.
 Mrs. Beryl Blanchard Stafford, Altoona, Kans.
 Helen A. Stedman, Bristol, R. I.
 Eva B. Stevenson, Pierre, S. Dak.
 Maye Stevenson, Mauch Chunk, Pa.
 George L. Streeby, Joplin, Mo.
 C. E. Stretcher, Denver, Colo.
 Wm. Webster Swan, Toowoomba, Queensland, Australia.
 Mabel Swanson, Chicago, Ill.
 Nellie Sweazey, Albion, Mich.
 H. L. Taylor, Los Angeles, Cal.
 Loyce Taylor, Joplin, Mo.
 Plato H. Taylor, Chicago, Ill.
 Vreeland Tharp, Ottumwa, Iowa.
 D. B. Thompson, Stockton, Cal.
 Hartsell O. Thompson, Albion, Mich.
 Marion Tiffany, Tacoma, Wash.
 Esther Tinker, Joplin, Mo.
 Margaret Tinsley, Phoenix, Ariz.
 Katie Traylor, Portsmouth, Ohio.
 Arthur N. Tripp, Eugene, Ore.
 Hazel Troutner, Canton, Ohio.
 Arthur R. Turner, Colorado Springs, Colo.
 U. T. Uhls, Lexington, Ky.
 B. I. Van Gilder, Clarksburg, W. Va.
 Eva Van Hoorebeke, Joplin, Mo.
 Stella Van Hoorebeke, Joplin, Mo.
 Daniel J. Vaughan, Marquette, Mich.
 Eva M. Venne, Phoenix, Ariz.
 Sam Virtue, Bucyrus, Ohio.
 Erwin Wagner, Bucyrus, Ohio.
 Bernie May Walls, Salisbury, Md.
 Carrie H. Walter, Easton, Pa.
 Callie A. Ward, Nauvoo, Ill.
 Henry Clay Ward, Toronto, Ont., Can.
 David Warner, Joplin, Mo.
 Sophia D. Wassmann, Quincy, Ill.
 Clarence F. Weber, Evansville, Ind.
 Ethel M. Weinhold, Lawrence, Mass.
 Mae Weiss, Chicago, Ill.
 Margaret C. Welton, Joplin, Mo.
 Doris Helen White, Joplin, Mo.
 Florence White, Joplin, Mo.
 Clyde Bryan Whitwell, Joplin, Mo.
 Florence Wibbeler, Evansville, Ind.
 Leon V. Willes, Salt Lake City, Utah.
 Rube Woolfolk, Carthage, Mo.
 Ralph B. Wyand, Hagerstown, Md.
 H. J. Wymer, Dubuque, Iowa.
 George A. Yaeger, Middletown, N. Y.
 Florence Zink, Canton, Ohio.

AIM at perfection in everything, though in most things it is unattainable, however, they who aim at it and persevere will come much nearer to it than those whose laziness and despondency make them give it up as unattainable.

A Woman's Business Advancement

WHEN we gave an account of women who had risen to high positions through stenography in last month's number, we hadn't yet heard of the promotion of Mrs. E. A. Kennedy to the position of head of the Employment Department of the Remington Typewriter Company for the United States, or she would have been included among these remarkably successful women in business. She deserves and has won that distinction. Whenever a woman has taken her place in the business world and won success as a leader in the realm usually assigned to men, it may be taken for granted that she has done as well as any of the men—and perhaps better.

When the Remington Typewriter Company looked about for a superintendent for their Employment Department system, for someone to aid the efficiency of the employment departments which they conduct in conjunction with every branch office, they could find no one better qualified for the position than a woman—Mrs. E. A. Kennedy, formerly head of the Remington Typewriter Employment Department in Pittsburgh, but now stationed at New York, from which point she will visit the various Employ-

ment Departments of the Remington system. It's a man-sized job, and that means that it's just Mrs. Kennedy's size, for in her small personage she carries a man's capability.

Mrs. Kennedy's advancement in the Remington Organization has been consistent and sure. She possesses remarkable executive ability. Developing her natural talents in the employment branch of the business, she has won conspicuous success in it. Mrs. Kennedy has the valuable faculty of making friends of both stenographers and their employers. Hers was not an easy position. It required unusual tact, diplomacy and firmness. To select the right stenographer for the right place; to get the confidence of business man and stenographer alike; to win their friendship in a way that both the employers' and the employees'

Mrs. E. A. Kennedy

best interests were served, required unusual insight into human nature. We wish her unbounded success in her new position.

Mrs. Kennedy, it will be remembered, was the wife of J. Clifford Kennedy, the most revered member of the teaching profession, whose sudden death a few years ago cast a gloom over the whole stenographic world.



THE only responsibility that a man cannot evade in this life is the one he thinks of least,—his personal influence. Man's conscious influence, when he is on dress-parade, when he is posing to impress those around him,—is woefully small. But his unconscious influence, the silent, subtle radiation of his personality, the effect of his words and acts, the trifles he never considers,—is tremendous.—*William George Jordan.*

Postcarditis

In this department we will publish each month the names of the writers of Gregg Shorthand who desire to exchange postals "written in shorthand" with other writers of the system in any part of the world. Every applicant must be a subscriber to this magazine. Names are not repeated after first publication. The application for enrollment must be written in shorthand, with the name and address in longhand. Conducted by Merritt Brown, care of Gregg Writer, Chicago, Illinois, to whom all communications relating to this department should be addressed.

ONE of the former members of our clan wrote last month with a rather formidable request, promising emphatically that he will answer messages from every Gregg writer. "I would like at least one card from every Postcarditis victim in the world. In return I promise, to the best of my ability, to answer each and every one though the number runs into the thousands." If you have not yet written to Mr. Morris Feiman, jot down the address—890 S. Division St., Buffalo, N. Y.

Mr. Ragan's application tells of his work in the Rock Island Arsenal here in Illinois, a Civil Service position secured shortly after he completed his shorthand course in 1908. He is contemplating a transfer to Washington if opportunity offers and, we believe, would be especially interested in hearing from his fellow Greggites in that city.

In listing Miss Bohle in the following directory, we did not mention Civil Service as a line in which, outside of her own sort of work, she is particularly interested. Although her call is for correspondents in every line of business, she speaks specifically of this branch of the profession.

Miss Hawley's camera will be brought into requisition in the behalf of her correspondents. She is one of those fiends for amateur photography. What a debt we postcarders owe the camera man! Let us help discharge it by making our shorthand notes match the card accompanying them. Just a word on this point in regard to writers listed in the "Student" class. Some of their cards show as good specimens of shorthand as any we have received.

The New Members

Civil Service

J. E. Ragan, 1910 Third Ave., Moline, Ill.

Medical

Amy T. DeWees, Elwyn, Pa. "Medical Recorder," Training School.

Ethel Hawley, Board of Medical Examiners, State of Oklahoma, Guthrie, Okla.

Banking

Mary Quadros, P. O. Box 233, San Leandro, Cal.

Manufacturing

C. C. McNabb, care Avondale Cotton Mills, Box 803, Birmingham, Ala. (Prefers cards from Western States, especially California.)

Railway

R. Z. Poinsett, care Pennsylvania Railroad Co., Front St. and Federal St., Camden, N. J.
Everett J. Heeren, 1910 Third Ave., Moline, Ill.

Arthur P. Durenberger, 989 Western Ave., N. St. Paul, Minn.

Building

Amelia H. Bohle, 234 Curry St., Portland, Oregon. (Concrete bridges, etc.)

Teachers

H. W. French, Davis-Elkins College, Elkins, W. Va.

C. A. Rodgers, Principal Queen City Business College, Blytheville, Ark. (Prefers to correspond with teachers, but will answer all cards.)

Students

Hulda Behm, 403 Eklund Ave., Hoquiam, Wash. (Views preferred.) *Grays Harbor Business College, Aberdeen.*

Indianola M. Berry, 2008 Sixth Ave., Moline, Ill. *Brown's Business College.* (Foreign especially.)

Blanche Burns, 401 Fourth St., Merrill, Wis. (Scenic cards preferred.)

Henry D. Fransen, 520 Sixth Ave., Peoria, Ill. *Brown's Business College.*

C. A. Gross, Second and Kerens, Elkins, W. Va. *Davis-Elkins College.*

Ida Jobell, 121 Monroe St., Hoquiam, Wash. *Grays Harbor Business College, Aberdeen.* (Views preferred.)

Mark B. Peck, 305 E. Elm St., Vinton, Iowa.
Eula Lee Smith, Box 102, Mesa, Ariz. *Mesa Union High School.*

Joseph H. Williams, P. O. Box 494, Angola, Ind. (Views preferred.)

Helen Rouzer, Elkins, W. Va.

Ruth Sharp, Elkins, W. Va.
 Howard Smith, Elkins, W. Va.
 Virginia Smith, 212 Kerens Ave., Elkins, W. Va.
 Ivy Taylor, Elkins, W. Va.

General

Anna Anklam, Crisfield, Md. (Landscapes preferred.)

Lena Barnes, Crisfield, Md. (Desires scenic views.)

W. C. Begley, Glenn, Perry Co., Ky.

Miss Norrine Blaisdell, North Berwick, Me. (Would like especially to receive views of Masonic Temples.)

Leora Burrell, 906 N. 17th St., East St. Louis, Ill. (Will answer all cards; views preferred.)

Wilda E. Edwards, 1309 S. G St., Tacoma, Wash. (Would like to hear from foreign countries as well as the United States.)

Robert W. Foreman, 812 12th Ave., Seattle, Wash.

Della S. Gaffner, 703 23d Ave., N., Seattle, Wash.

Margaret E. Huber, 690 Northampton St., Buffalo, N. Y.

Winfred Hunter, Blakesburg, Iowa. (Prefers scenes, but will answer all.)

Ruth LaVallette, Crisfield, Md. (Wishes foreign scenes.)

Arthur Loebel, 5507 Greenfield Ave., West Allis, Wis.

John Lyons, 726 Plymouth Bldg., Minneapolis, Minn.

Prudent Mallord, Box 73, Bay St. Louis, Miss.

W. C. Patterson, 260 E. Sixth St., Riverside, Cal.

Ruth Payne, 217 R. R. Ave., Lead, S. Dak.
 J. P. Pisor, 241 Mifflin St., Butler, Pa. (Will answer all cards.)

Albert Pontbriand, 25 Bridle Path, Nashua, N. H. (Desires views of public buildings, and cards from foreign countries.)

Karl Ramsey, 749 St. Charles St., New Orleans, La.

Catherine Reding, 560 High St., Aurora, Ill.

Emma A. Rice, 161 Willow Ave., W. Somerville, Mass.

Pearl Ried, 920 H St., Lincoln, Nebr. (Prefers scenic cards and views of buildings.)

Ada J. Saltz, 1008 W. Main St., Crisfield, Md. (Landscape views desired.)

Daisy A. Snow, 20 Island Ave., Showhegan, Me. (Prefers to exchange views, but will answer all cards.)

Anna Stark, 687 37th Ave., Milwaukee, Wis. (Desires views of parks, especially, but will answer all cards; letters as well.)

J. G. Thelin, 128 Parkdale Ave., Buffalo, N. Y. (Is particularly interested in receiving cards from abroad, but will answer all.)



The First Certified Shorthand Reporter Certificate

THE success of Miss Paula E. Werning in winning the first C. S. R. Certificate upon examination issued by the State University of New York, has attracted wide attention, and has been commented on favorably by nearly all the professional publications. The *Stenographer* for March contains a most interesting account of how the examination was given.

The candidates were notified to be present at 9:15 A. M. The examination began over one hour later and took three hours in all. Each examiner was supplied with copy of the transcript of a case tried in the Supreme Court of Albany County: The People vs. McStea, a trial for murder in the first degree. The typewritten copy was blocked with a mark at every hundredth word, and Messrs. Beach and Allen had watches on the table before them. The examiners sat together at one side of a long table with Miss Werning directly opposite. Examiner Ruso started the examination by reading the questions put to the witnesses, while Examiner Allen read the answers, and Examiner Beach noted any deviations by the readers from the copy. The charge to the jury was read by Examiner Ruso. About nine thousand words, covering thirty-

nine pages of ordinary court matter were read in three minutes over one hour, which means that the average speed was about 150 words per minute.

Miss Werning was then called upon to read back the testimony of witnesses at points agreed upon by the examiners beforehand among themselves and checked off on the copy. Her typewriter had not arrived when the time came for the written transcription, so while arrangements were being made to secure for her another typewriter, the examiners called upon her for additional reading. They were encouraged to do this by her promptness in finding the place and her ease in reading the notes, which (as one of the examiners said) was "a cause of astonishment." She was then asked to transcribe the doctor's testimony, which she did on a typewriter in an adjoining room alone, making in all four pages of transcript. When she returned with her transcript the examiners went over it together and found not more than two errors. They thereupon told her that her reading had been very fine, her transcript practically without error and congratulated her on the good work she had done. The examiners then signed her diploma. Because of the absence of the State Commissioner of Education, whose signature had to go on the certificate, and of the fact that all the diplomas had been made out with the pronouns in the masculine gender only, it was

necessary to delay the issuance of the certificate for two days.

Chairman Ruso in a letter to this office dated January 30, 1913, writes:

"I thought perhaps it might be of interest to the profession generally if a statement was made of the result of the first examination under the Certified Shorthand Reporters' law. Owing to the fact that notice was not given in the stenographic publications of the examination we have ascertained that a number that would have tried the examination received the information too late and are intending to try in June. We had but one candidate for examination and it certainly was a great success. I selected a murder case which had been tried in this county, using part of the opening of counsel, the direct statements of several witnesses, a doctor's testimony and part of the charge of the court, making a very comprehensive report for examination. We had nearly 9,000 words which we dictated in three minutes over an hour, the speed varying at different parts of the examination. We required the candidate to read ten minutes dictation at a speed of 150 to 160 words, also at a speed of 175 words, and also she read the test of 190 to 200 words, and to our surprise she executed the test with scarcely an error. We then had her write out the tests and the copy she turned in was very clean and neat and was perfectly transcribed, although she informed us she never had had any legal practice except dictation which had been given her lately in preparation for the examination. The Board of Examiners was more than pleased with the way the examination turned out and believe that we have adopted the right rules to reach satisfactory conclusions. At the end of the hour I may say that the candidate was pretty tired, but she went through the various speeds with great ease and facility.

The *Stenographer* said that the head of the Examination Division of the State Department was present at the examination and expressed himself as being highly pleased with the outcome. A feature of the examination that has excited a great deal of enthusiastic comment was the facility Miss Werning displayed in reading and in finding the place when called upon to read from a certain portion of the testimony.

The plan of giving the examination seems to have pleased everybody, and it is apparent that the examinations have been made difficult enough to insure a very high degree of proficiency in all C. S. R. reporters. Any one who can pass all its tests is qualified beyond question to do expert reporting.

* * *

"Be a whole man to one thing at a time."

"From Theory to Practice"

AT the recent meeting of the Alameda, California, County Institute, Mrs. Frances Effinger-Raymond, Vice-President of the National Commercial Teachers' Federation and Manager of the Pacific Coast office of the Gregg Publishing Company, delivered before the Commercial Teachers' Section an inspiring address on the subject of "From Theory to Practice." Mrs. Raymond's address dealt with some of the things the schools fail to teach in the advanced course of the shorthand department. She advocated the teaching of initiative, the emphasizing of the ethical side of our work, the training of students to speak promptly, decisively and frankly in a clear, deliberate tone of voice, to answer questions earnestly, to listen carefully to instructions, to keep their eyes and ears open, how to use the by-products of time, how to enlarge their English vocabularies.

Some of the questions she asked will show the scope of her address:

"Have we taught our students how to prepare out-going mail? Do they know how to make up the mail, classify, determine postage on letters, catalogues, advertising matter, etc.? Do they know how to take care of enclosures? Do they know how to send out separate packages, make out manifests and bills-of-lading? Do they know shipping terms? Do they know the difference between the consignor and consignee? Do your students know how to make a bank deposit, using some other form than the one contained in the budget you teach? Do they know that money orders must be signed, whereas checks can be stamped with an endorsement stamp? Have they been given a general idea of alphabetical, numerical, topical and geographical filing? Do they know what is meant by vertical and flat filing? Can they take charge of card indexes, form and follow-up letters? I have not mentioned the use of the telephone and office reference books, the writing of telegrams and cablegrams, and night letters and day letters, or the correcting of proof—but all of these are essentials in the stenographic course."

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No. 8

How to Qualify for a Big Salary

MR. THEODORE N. VAIL, president of the Western Union Telegraph Company, in a recent issue of the *New York World*, tells about some of the qualifications that are necessary to win the big salary. And Mr. Vail is eminently qualified to give advice on the subject. He started life as a \$40-a-month clerk on a railway siding, and is now the head of the Bell Telephone and Western Union Telegraph systems. The *World* says: "Ask the president of any bank or trust company in New York to name the three biggest men in business to-day and the answer will be J. Pierpont Morgan, Judge E. H. Gary and Theodore N. Vail."

Here is Mr. Vail's recipe for the big salary:

"The man who earns \$10,000 to \$25,000 a year must first of all know his business from the ground up.

"He must be absolutely efficient; that is, he must have ability, judgment, courage, enthusiasm, self-confidence, energy, initiative, foresight, experience, a great knowledge of human nature, and personality enough to be a real leader of men.

"He must take infinite pains in small

things as well as in large. He must demand of himself as well as of others nothing but the best.

"He must win and retain the confidence and the friendship of his superiors, his associates and his subordinates.

"He must always be ready to take responsibility, to decide quickly, and he must be right more than half the time.

"With all that he must have backbone and a real desire not only to excel but also to serve.

"Of course a man has got to earn a big salary before we can pay it, but we are only too anxious to pay it to men who can earn it."

Mr. Vail says that the big men come up from the ranks. He said: "I do not know if you realize that of all the big men in New York to-day, there is only one—and that is Mr. Morgan—who didn't start in the ranks." (We don't know what the fact that Mr. Morgan is the biggest one of all financiers proves—whether he is the exception that proves the rule; or that it is better to start higher up!)

"The presidents of most of our railroads have walked the tracks, and in our busi-

ness there is not a single man in any big executive position who has not come up through all the various grades. Many of them have climbed poles or worked at the key or switch board. I believe we would find the same conditions in any business."

He was asked, "Do you get any college men in the \$25,000 class?" "Well," he said, "they don't come right out of the universities and take up executive jobs; but every year we take in a certain number of college men, and they have to start in at the bottom and work their way up gradually. A man has got to have it in him. Sometimes, of course, we make mistakes; but not often. There may be a man in a \$1,500 job doing remarkably good work and we promote him, and then we discover that he is only a \$1,500 man after all—that he doesn't grow with growing responsibility. In the same way there may be some good men who have really never had an opportunity; but after all *real merit is rare, and hard to hide.*"



A Safe Bank Account

ON the first page of the Delineator for March, under the heading "What Some Other Middle-Aged Women are Doing," there is a very interesting letter from a correspondent in the course of which she says:

I have always held the theory that every woman should be able to support herself, and knowing nothing of commercial value, three years ago, having a competent maid and the children being in school all day, I took a two years' course in a local business college, from which I have derived great pleasure and benefit. Though I have never used it practically, I feel it is a bank account I can call on at any time.

The bookkeeping, I find, helps me in my accounts and dealings with tradesmen; I take great comfort in reading and being able to write in Gregg Shorthand, and my English and typewriting I find invaluable in my literary work.

There is a sensible woman! Often we have had women come into the office of our school in Chicago, after the breadwinner of the family had been taken away, and burst into tears when told that it would require several months of study to become proficient enough in shorthand and typewriting to be of any value. They would almost invariably say "But I must

find work right at once—surely I can complete the course in two months?" It would be a good thing if all girls—whatever their circumstances in life may be—were taught shorthand and typewriting.



Stenographers in the Metropolis

THE difficulty of securing good stenographic service in New York City has long been a topic of discussion in the daily press. This was recently illustrated when the notable work of Miss Tarr in taking and transcribing President Wilson's speech of acceptance attracted the attention of the press of not only New York, but of all the country. Miss Tarr was written up in hundreds of newspapers and her work was even commented on editorially. The point is that Miss Tarr's work was so good that it drew a sharp comparison with the usual run of stenographic work in New York.

The following letter which appeared in the New York Sun of January 21 voices a common complaint:

Stenographers

AN OLD COMPLAINT ABOUT THEIR INCOMPETENCE AND INACTIVITY

To the Editor of The Sun—Sir:

"M. K." in to-day's Sun expresses the general complaint as to the relative facility with which an employer can find typewriters at \$9 or \$10 a week and the difficulty of getting and keeping servants at good wages. May I venture to suggest that when employers are themselves capable of discriminating between competence and incompetence in their office workers, or when as a general rule, they have ceased to be indifferent to incompetence, there will not be so much difficulty in finding girls willing to enter domestic service?

Speaking from my own personal experience with the average public stenographer, I would hold her or him dear at any price. The majority I have found to possess the most meagre knowledge of the English language and to be so deficient in literary intelligence as to be capable of making the most grotesque errors of sense such as "excavate this evil" for "extirpate," etc.; "augmentative assemblies" for "argumentative," etc. In my case there was never the slightest excuse for the perpetration of these mistakes, because I never demanded more than the mere mechanical transcription of a document, taking care beforehand to advise the copyist that I would give all the aid that might be required as to punctuation, spelling, capitalization, etc.

I remember that when on one occasion I

pointed out to a public typewriter in a leading hotel the atrocities of which he had been guilty he excused himself by saying that the language was "unusual"; yet the document was absolutely non-technical and did not contain a single word that a boy of grammar school education would have been justified in calling "unusual."

As that particular stenographer is still doing business at the old stand, as well as many others of whom I have been the victim, I am forced to the conclusion that stenographers and typewriters whom my experience has shown to be incapable of writing an ordinary letter without blundering seriously can find a fairly profitable market for their services in this metropolis.

Is it surprising, then, that young girls should flock into an occupation which seems to require no other preliminary training than an easily acquired mechanical facility and in which uncritical employers sometimes pay them salaries wholly disproportionate to their attainments? A really capable stenographer is worth a good salary; a poor one is worth or should be worth less than nothing.

SCRIPTOR.

New York, January 18.

The poor stenographic work in New York is in striking contrast with the good work in most of the other large American cities, and this is probably due more to the old-time systems of shorthand that prevail than to any other cause. There is no reason to believe that the general educational facilities in New York are not as good as elsewhere, and it is certain that life in a city ought to be a factor in the quickening of the intelligence of the average young man or woman that is not to be found in smaller communities.



The President's Stenographers

ON March 5 Mr. Swem was sworn in as personal stenographer to President Wilson. Writing us on March 6, Mr. Swem said: "Johnston and I occupy the room in which President Roosevelt sat during his administration . . . everything is pleasant and I like the work and atmosphere very much indeed. Why shouldn't I? . . . It has not yet become generally known that we are Greggites, but that will spread."

There was a great deal of newspaper comment about the appointments of Mr. Swem and Mr. Johnston. The *New York Globe* said of the first day of the new administration: "The Secretary of the President arrived at the White House at 8 o'clock this morning. No one of the office

force was in sight with the exception of the two stenographers President Wilson took with him. When the other officials arrived they found Tumulty dictating two stacks of letters."

There is a whole lot of significance in that paragraph. Our boys were on the job as usual, which characteristic is one of the reasons that they are where they are.



Newspapers Have Good Word for Miss Tarr

WE have just been reading through many complimentary editorials and illustrated news dispatches of Miss Salome Tarr's experience in Washington last month. Immediately following his inauguration, President Wilson, remembering the excellent work Miss Tarr did for him at Trenton in taking down and accurately transcribing in record breaking time his speech of acceptance, had her come to Washington, for the purpose of using her services in a similar capacity in the White House. According to the reports published in the newspapers of the country, President Wilson did everything in his power to place Miss Tarr on his executive staff, and the only reason why he did not succeed was that he did not deem it prudent to break the time-honored rule that "No woman shall be employed in the offices of the President." When Miss Tarr learned of this rule, she did not insist on being made an exception.

As a result of the President's interest, at least five important positions, according to the newspapers, were offered Miss Tarr in other departments of the government service. Each of these positions, we read, paid not less than \$100 a month. Although the salary was acceptable, the positions were not in the White House, and as a consequence Miss Tarr took a train for New York City to work for the Gregg Publishing Company in their eastern office.

Miss Tarr is evidently popular with the newspaper editors, otherwise they would not have said the nice things about her they have.

The *Baltimore Sun* takes up the fight for her vigorously. It says:

She Has Earned Her Job

Let neither regulations, laws nor devotion to principle stand in the way of a job for Salome Tarr!

A stenographer who has stood the test of taking down an extended Woodrow Wilson speech, with its precise wording of subtle ideas, and the rewriting of it in record time, to the complete satisfaction of so careful a critic as the new President, needs no further examination by a civil service board to determine her qualifications.

There will be no complaint of the President if he suspends the rules in the case of Miss Tarr; there will be a mighty lot of it if he doesn't.

Although Miss Tarr has about a year longer to live before she can cast a legal ballot for President or other official elected by popular vote, we suspect the suffragist forces must have overlooked the question when President Wilson and Miss Tarr were tugging desperately at the latch strings of the White House offices, as we fail to find any evidence that the organized suffragists were stirred over Miss Tarr's debarment because she is a woman. That would have been a logical step.



Brevities

A booklet giving particulars of the examination for the Teachers' Certificate has been issued and will be sent to any one on request. In the past month Certificates have been awarded to the following:

Ida Leighton Hodges, Massillon, Ohio.
Mary Quatman, Nauvoo, Ill.
W. A. Lindsey, Hiawatha, Kansas.
Maude Stevenson, Columbus, Ohio.
Mary Hutsinpillar, Aberdeen, S. Dak.
W. H. AuBuchon, Caruthersville, Mo.
Edith M. Olson, Kansas City, Mo.
Jeanette Spalding, Kansas City, Mo.

* * *

The graduates and former students of the Gregg-Aurora Business College met in the college rooms on February 27 to form an Alumni Association. The meetings are to be held every three months, when the time will be devoted to addresses and discussions on business topics, followed by social good times. The Association will hear from various business men and prominent shorthand writers at the coming meetings, the first of which is scheduled for June 26.

Officers and committees were elected at the initial gathering from the forty pres-

ent, and the work of organization is well advanced. The principal of the school, Mr. J. R. Hadley, is heartily in sympathy with the organization and will be a valuable factor in promoting its success.

The Association aims to foster interest in business education among the young people of Aurora and to keep the Greggites there in touch with the progress of the system, as well as to extend the school spirit socially.

* * *

In response to the increasing demand for well-trained teachers of Gregg Shorthand, many important institutions are offering summer normal courses for teachers. In addition to the Gregg School, Chicago, we have received notices that Summer Normal courses in Gregg Shorthand will be conducted by the Rochester Business Institute, Rochester, N. Y., the Gem City Business College, Quincy, Ill., the Bowling Green Normal and Business University, Bowling Green, Ky., and the Bay Path Institute, Springfield, Mass. At the E. C. T. A. convention Dr. E. H. Eldridge informed us that he is arranging for a Summer Normal course in Gregg Shorthand at Simmons College, Boston, Mass. The indications are that all the teachers attending these schools will be needed to supply the demand.

* * *

From our good friend Mr. Philip C. Baines, Albion, Brisbane, Australia, we have received copies of the *Review of Reviews for Australia*, the *Australian Christian World*, the *Warwick Argus*, and other magazines and newspapers containing articles about Gregg Shorthand and its progress in Australia. The *Review of Reviews* says: "One of our staff selected Gregg Shorthand many years ago from other systems, when seeking one to study, and chose it first for its simplicity, second for its completeness, and third for the ease with which its characters are formed. It fulfilled all his expectations." The *Christian World* says: "Gregg Shorthand is certainly the best yet devised," and recommends it very emphatically to its readers.

We appreciate heartily the good work that is being done by our friend and former student, Mr. Baines, and also by the

Australian teachers who have changed to the system from the older methods.

Obituary

Rupert H. SoRelle

THE many friends of Mr. and Mrs. Rupert P. SoRelle will be grieved to learn of the death of their oldest son, Rupert, who passed away on Easter Sunday. Rupert was a manly, lovable lad of fifteen who gave promise of a life of great usefulness. He was attending high school, was a Lieutenant in the Boy Scouts, a member of the choir of the Episcopal Cathedral, and was beloved by all who knew him. He had been in the habit of coming to our office in the afternoon after school, and we had all grown to love him. Then, on Saturday, March 15, he complained of a headache, went home ill, and pneumonia set in, and he passed away on Easter.

All our readers will join with us in extending to the sorrowing parents the most profound sympathy in their great bereavement. The New York Times of March 25 contained the following notice:

"Taps" for a Boy Scout

HIS BATTALION WILL FIRE VOLLEY OVER GRAVE OF LIEUT. SORELLE.

This afternoon a troop of American Boy Scouts will pay their last tribute to a comrade, Rupert H. SoRelle, a young Lieutenant in the Ellsworth Zouave Battalion. After a short illness Rupert died of pneumonia on Easter Sunday. He will be buried in his scout uniform at the interment, which will take place in Woodlawn Cemetery this afternoon, Col. Andrew C. Zabriskie, the acting Chief Scout, will be present with his staff, a squad of Boy Scouts will fire three volleys over the grave, and the chief trumpeter, Bernard Elow, will sound "taps."

The battalion to which Rupert SoRelle belonged was formed a few weeks ago by Major L. E. Trimm. Although Rupert was only fifteen years old he showed such proficiency that he was made a commissioned officer.

The funeral services, which will be held at his home, 819 Hunts Point Avenue, the Bronx, will be conducted by the Rev. Dr. John Mockriege, rector of Trinity Chapel, West Twenty-fifth Street.

Mrs. H. M. Rowe

It is with deep regret that we record the death of Mrs. H. M. Rowe, the wife

of Dr. H. M. Rowe, president of the H. M. Rowe Company, Baltimore, which occurred on March 11. In writing us, Dr. Rowe says: "My friend, she was a very unusual woman, and I have been overwhelmed to learn of the loving affection she had inspired in a wide circle of acquaintances and of the charities that had kept her poor, of which she never even told me."

The many friends of Dr. and Mrs. Rowe will read this announcement with sincere sorrow.

H. L. Lady

Many readers of this magazine who acquired shorthand under the instruction of Mr. H. L. Lady, as well as many teachers who have been associated with him or who have met him at the conventions, will be shocked to learn of his untimely death.

Mr. Lady was taken ill on February 23 and died at the McNutt Hospital, San Francisco, on March 8. After five consultations the trouble was diagnosed as an abscess on the brain, and an operation was performed from which he did not recover.

Mr. Lady was born near Gettysburg, Pa., December 21, 1876. He learned Cross Eclectic Shorthand and taught it for some years before changing to Gregg Shorthand. For about ten years he was principal of the shorthand department of the Highland Park College, Des Moines, Iowa, where he made a most enviable record as principal and instructor. In July, 1912, Mr. Lady became principal of the shorthand and typewriting departments of the San Francisco Business College, where he remained until about six weeks before his death. He utilized his spare moments in the study of law and intended entering the legal profession in Los Angeles in partnership with his brother.

The relatives of Mr. Lady desire us to extend their thanks to all who sustained them in their time of sorrow, and especially to the president, the faculty and the students of the San Francisco Business College. We feel a deep personal loss in the death of Mr. Lady as we had the highest regard for him, both as to his character and his professional attainments.

Typewriting and Office Training

A Clearing-house of Ideas for Typists and Office Workers. Conducted by
Rupert P. SoRelle, 1123 Broadway, New York, to whom
all communications relating to this department
should be addressed.

Talks on Office Training

The Eighth Step—The Composition of Business Letters—(Continued)

THIS article will conclude the series on the composition of business letters, and next month we will go on to a consideration of other features of office training that materially affect the stenographer's chances of success.

The preceding articles of this series have supplied a mass of valuable suggestions for acquiring a practical style in writing and the treatment of business communications in general. But these suggestions will only prove valuable if studied again and again and used. This article will deal with some practical suggestions for bringing into everyday use the principles set forth. The first is to restudy the articles thoroughly, to make sure that the basic principles have been assimilated. Then the review and test questions should enable you to determine how well you have absorbed the spirit of the articles, and give you well-defined ideas of how each situation should be met. After you have done this, it would be well to make a brief outline of the whole series arranged on the following plan to enable you when writing to briefly review the whole subject until you can handle a topic in logical order and apply to it the principles you have learned.

Plan of Review Outline

Step Seven:

Tone: Tone means simply the *mood, character, spirit or drift* of the communication. A letter may have a *serious* tone; it may be *sarcastic*; it may be *optimistic*; it may and should have a *friendly* tone; it may have an *imperative* tone. The tone must be adapted to the circumstance, the relationship between the persons concerned in the letters. The writer in answering a letter must be able to judge from the originating communication something of the

writer's character, temperament, disposition, etc., in order that the reply may be fitted to the conditions. Ask yourself these questions: What kind of a man is this correspondent? How would he like to be approached? What is the best way to present the proposition?

Courtesy: A letter should always be courteous. The winning of the favor of other men, of making friends of them, drawing them into close touch—is of great importance.

Fairness: We must be absolutely fair to our correspondents in every way; must get their viewpoint in order to do this; must apply the golden rule.

Consideration: Consideration simply consists of including in your letter everything to make it *complete* and to make it easy for your correspondent to obtain the meaning of your letter to the smallest detail.

Business Judgment: A business letter to be effective must be in harmony with good, sound business judgment. Empty phrases have no place in a business letter—they show lack of business judgment.

Personality: Letters must reflect a charming personality—but they must be sincere. They must contain the personal touch. They must be natural, cheerful and tend to strengthen the bond of sympathetic interest. Make your correspondent feel that your letter is especially for him. Avoid generalizing when you can be specific.

Originality: Originality of treatment is necessary to make deeper impressions. They must reflect *you*. They must not be patterned after other models. They must be striking but not bizarre. They must be in good taste. They must be different, but not freakish. Originality can be obtained by originality in wording and in the treatment of our writing.

The composition of this outline, studying the different features and bringing out the strong points in each section, will serve not only to impress the points upon

your mind, but will afford excellent practice in writing and in making the kind of outline that is necessary in writing letters—at least necessary for the beginner. After you have made your outline, compare it with the original articles, and it would then perhaps be well to submit it to your teacher for further suggestions. You will find your teacher willing and ready to give you assistance of this kind, although you have perhaps gone out to a position and are no longer a member of the school.

With this preliminary work done, the next step to gain proficiency in writing is to write. All the thinking about it, and theorizing and studying of the subject you can possibly do, cannot take the place of the actual work of writing. The best way to start is with the material you have right at hand, and there is plenty of it. It is one thing to have an idea and quite another to express that idea so that others will see it exactly as you see it. The first thing, of course, is to have the idea clearly in your own mind and then try to express it in words that will present an exact picture to the reader. And sometimes that is very difficult.

One of the most valuable and useful features of any sort of business matter is *description*. To be able to describe a thing so clearly that the reader may form an exact mental picture of it is an art that is worth cultivating. You can start on the most simple objects about you and see how well you can describe them—keeping in mind the idea of simplicity of treatment, freedom from technical description, and the fact that as most descriptive literature in business is intended to sell goods, it should be *attractive*. In this work you can appeal to all the senses, depending upon what the article you are writing about is. You must first analyze the article thoroughly. Study out all the points that you think will appeal, and then describe them in winning language. Take, as an example, your typewriting manual. Study the book and note all the points in its favor you can find, then work the material up into such a description of the points of the book as will appeal to one who may be interested in studying typewriting. Almost any article you may choose will afford excellent practice along

this line. This kind of work is simply preliminary to the suggestions that will be made for writing business letters.

Every day you get in your regular dictation, either in the school or in the business office, letters that are susceptible of improvement. Many of them come from men who are not educated in the common acceptance of that term. They know business and all the little ins and outs with amazing thoroughness, but their methods of expression, while direct, are not always accurate. But they do know the principles of business and if you delve down into the real meaning of what they write you can get a viewpoint that is accurate. Such letters are valuable for practice in rewriting, because they are *actual business letters* and represent real transactions of one sort or another. To rewrite these, avoiding the language used by the dictator as much as possible, will afford the best sort of practice. First you must study the conditions thoroughly and get the exact meaning of the letter, or try to get the exact idea the writer had in mind in writing the letter. Then analyze it for all the qualities that have been mentioned in the articles of this series. The most important thing in the letter is the idea, and with this in mind you can disregard the letters entirely, except so far as is in your opinion its idea. But even in that case you might try your hand at reconstruction. Do not paraphrase the letter. Simply set down in writing the points you want to cover, or get them well in mind. Then arrange the ideas and details in their logical order and go ahead with the composition. Several revisions of the letter may be necessary before you bring it up to the standard of perfection you have established. To be really valuable to you your composition along this line should cover as wide a variety of work as possible. You must also take into consideration in rewriting a letter the two correspondents exchanging the letters. If one man in the steel business, for example, writes to another in that same line, he will use technical expressions that would be perfectly appropriate. Such letters are not intended for general readers and it would be a waste of time to try to adapt them to such readers. The same is true of other lines of business.

You will undoubtedly find your teacher.

or former teacher, interested in your work in correspondence and will be able to get many valuable pointers from him. Co-operate with the teacher wherever possible.

The value of this kind of training in writing will soon be manifest in the facility with which you will be able to express your ideas. Your success in it will depend wholly upon your power to analyze the proposition until you understand it, and in your ability to use language effectively. Skill in writing business letters comes only from constant practice after once you have got the principles well established in your mind. The more practice of the right kind you get the more skilful you will become. The editor of this department will be glad to answer any inquiries about the work and to offer further suggestions.



Test Questions on Letter Writing

24. What kind of words should be avoided?
25. Why is it that words that may be properly used under certain circumstances would be inappropriate under other circumstances?
26. What is said about the use of such words and expressions as "we enclose herewith," "valued favor," etc.?

27. Why should originality in the use of words be cultivated?

28. What is the first requirement to be observed in writing sentences?

29. Name at least two other points that should be borne in mind.

30. (a) Name the important sentence structures that have been discussed; (b) define each; (c) illustrate each.

31. Name the important uses of each of these sentence structures.

32. How may the "loose" sentence be converted into a "periodic"?

33. Which is to be preferred, the long or the short sentence?

34. What is an important advantage of the short sentence?

35. What is the effect of a series of long sentences?

36. What is the best combination of sentences?

37. How can we *really* add a word to our vocabulary?

38. What is said about synonymous words?

39. Give an epitome of what Prof. Palmer says about learning to write.

40. Describe a systematic way in which a vocabulary may be acquired.

41. What three things should we understand about a word?

42. What can we learn from good specimens of advertising?

43. Name the important qualities a sentence should possess.

44. How do these qualities apply to the whole composition?

(To be continued.)



Progress Records of Students

KEEPING a record of students' progress so that it is in an instantly available form, accurate and up-to-date, and letting him know that such a record is being kept, is a great stimulus to good work, and also to more rapid progress.

The great difficulty with a system of record-keeping that has been experienced by many teachers is the time it takes to keep it up to date. This is undoubtedly due in most cases to faulty construction of the system. A simple method for keeping a record of his students' work, in both the shorthand and typewriting departments, is that sent in by Mr. Roy Bortzfield of the Boys' High School,



ROY BORTZFIELD

Lancaster, Pa. He describes his method as follows:

The No. 1 card I use in teaching accurate typewriting. The students are given the cards, and progress according to the accuracy with which the lesson is written. I punch the cards for approved work, but the student must re-write any lesson that is not approved.

The small card No. 2 is used to keep track of the paper received by each pupil. He is charged with each sheet received by punching the card above, and credited when he hands it in by having the lower part of the card punched.

The No. 3 card is used with the Reading and Writing Exercises. Each lesson is transcribed on the machine and, if the work is approved, the card is punched and the student goes on to the next.

I find this a very good method in teaching neatness and accuracy. The only disadvantage is that a few of the students will forge ahead, complete the lessons and then require extra work.

The latter difficulty mentioned by Mr. Bortzfield is overcome by assigning extra

work and giving extra dictation to be transcribed. The problem of extra work in typewriting is one that is easily solved when the student gets to a point where he can type straight matter ac-

BOYS' HIGH SCHOOL LANCASTER, PENNA.

Rational Typewriting

Name _____

Grade _____ Desk No. _____

Begun _____ Finished _____

NOTICE—All work must be up to the required standard in neatness and accuracy before this card will be passed.

| LESSON. | EXERCISE. | PAGE. |
|-------------------|---------------|-------|
| 1. First | Exercises | 13 |
| 2. First | First | 14 |
| 3. Second | Second | 14 |
| 4. Second | Exercises | 15 |
| 5. Second | First | 16 |
| 6. Second | Second | 16 |
| 7. Second | Supplementary | 15 |
| 8. Third | Exercises | 17 |
| 9. Third | First | 18 |
| 10. Third | Second | 18 |
| 11. Third Finger | Exercise | 17 |
| 12. Supplementary | Exercises | 17 |
| 13. Fourth | First | 20 |
| 14. Fourth | Second | 20 |
| 15. Supplementary | No. 1 | 19 |
| 16. Supplementary | No. 2 | 19 |
| 17. Fifth | First | 22 |
| 18. Fifth | Second | 22 |
| 19. Supplementary | No. 1 | 21 |
| 20. Supplementary | No. 2 | 21 |
| 21. Sixth | First | 24 |
| 22. Sixth | Second | 24 |
| 23. Supplementary | Exercises | 23 |
| 24. Seventh | First | 26 |
| 25. Seventh | Second | 26 |
| 26. Seventh | Third | 26 |
| 27. Eighth | First | 28 |
| 28. Eighth | Second | 28 |
| 29. Eighth | Third | 28 |
| 30. Ninth | First | 30 |
| 31. Ninth | Second | 30 |
| 32. Ninth | Third | 30 |
| 33. Tenth | First | 32 |
| 34. Tenth | Second | 32 |
| 35. Tenth | Third | 32 |
| 36. Eleventh | First | 34 |
| 37. Eleventh | Second | 34 |
| 38. Twelfth | First | 36 |
| 39. Thirteenth | First | 41 |
| 40. Thirteenth | Second | 41 |
| 41. Fourteenth | First | 43 |

CARD No. 1

curately and smoothly. In fact, this feature of the actual accurate manipulation of the keyboard is the principal object of the course in typewriting. Usually by the time the student has progressed to the transcribing stage of his course, transcribing furnishes matter that keeps him busy during his typewriting periods.

We should like to hear from other teachers who have in force simple but effective methods of keeping records of students' work.

| | | | |
|--|--|-------------|--|
| RECEIVED | | | |
| BOYS' HIGH SCHOOL
LANCASTER, PA.
TYPEWRITING | | | |
| NAME _____ | | CLASS _____ | |
| RETURNED | | | |

CARD No. 2

BOYS' HIGH SCHOOL LANCASTER, PA.

GREGG SHORTHAND READING AND WRITING EXERCISES

NAME _____

CLASS _____ DESK No. _____

NOTICE—All work must be up to the required standard of neatness and accuracy before this card will be passed.

| No. | PAGE |
|---|------|
| 1 Shoe Letters | 1 |
| 2 Journalism as a Profession | 5 |
| 3 Financial Letters | 6 |
| 4 Courage in the Use of Talent | 7 |
| 5 Fire Insurance Letters | 9 |
| 6 The Value of Time | 10 |
| 7 "Phrase Writing" | 11 |
| 8 Foundry Letters | 12 |
| 9 Chicago Enterprise | 13 |
| 10 Financial Letters | 15 |
| 11 Suggestions to Teachers | 16 |
| 12 Our National Destiny | 17 |
| 13 Railroad Construction Letters | 18 |
| 14 Miscellaneous Technical Letters | 19 |
| 15 Machinery Letters | 23 |
| 16 The Overthrow of Napoleon | 25 |
| 17 Foundry Letters | 29 |
| 18 Extracts from Judge Jenkins' Address to Law Students | 31 |
| 19 Business Correspondence | 33 |
| 20 The Development of Wireless Telegraphy | 36 |
| 21 Simple Legal Letters | 37 |
| 22 Rome and Carthage | 38 |
| 23 Machinery Letters | 40 |
| 24 Paragraphs from President McKinley's Inaugural | 46 |
| 25 Be Original | 47 |
| 26 Legal Letters | 48 |
| 27 Description of Two Trains | 49 |
| 28 Legal and Railroad Letters | 57 |
| 29 Advice to the Young Lawyer | 58 |
| 30 Legal and Railroad Letters | 60 |
| 31 From President Roosevelt's Address | 63 |
| 32 Legal Correspondence | 64 |
| 33 Building Contract | 65 |
| 34 Contract for Sale of Real Estate | 67 |
| 35 An Indenture | 69 |
| 36 Plaintiff's Declaration | 71 |
| 37 Charge to a Jury | 72 |

CARD No. 3



The correctness and appearance of your typewritten transcript is what your employer will judge you by.

Saving Filing Space

THE other day a man who is well known to the office appliance fraternity both in this country and abroad was sitting on the north side of a big flat-top desk in the principal office of this magazine. The president of the Office Appliance Company picked up a letter to read to him, then turned it over and read his reply, a carbon copy of which had been placed on the back of the original letter. When the reading was finished the visitor said, "Say, Johnson, I have just made \$100.00." "How so?" "I observe that you put the copies of your answers on the letters answered." "Yes," was the reply, "it not only saves filing space and paper, but best of all the letter and the answer are always sure to be together. There is never any time lost hunting for the carbon copy of a reply which may have become detached, because the two are always upon the same sheet."

This is one of those small kinks in business which save in a good many ways. It isn't the fact that it saves a few thousand second sheets which makes this practice desirable. The cost of the second sheets is inconsequential, but the saving in filing space is of considerable importance. Furthermore, where the reply is copied by carbon on the back of the original letter it is more legible than it would be if typed upon a thin second sheet. The letter stands up better in the files, requires less filing space and, as noted above, there is never any possibility of the letter and answer being separated. All these things save time which is more important, more costly, than the cost of second sheets.

—Office Appliances.

The Typewriter and "Women's Rights"

THE typewriter is commonplace enough to-day. There is no romance in it. But in less than forty years it has wrought one of the greatest advances in the world's commercial history. It has done more than marvelously facilitate business correspondence; it has admitted women to an important part in

business life. A soulless little machine has done more toward gaining "women's rights" than had the arguments and agitation of centuries. It is impossible to say whether the typewriter owes more to woman than woman owes to the typewriter, but it is certain that the business world owes a large debt to both. Together they have wrought wonders. It is difficult to realize that only thirty years ago there were no women in the business offices. * * * Now things would look peculiar without them. The typewriter has brought the great change. It has introduced women to all departments of business. And who can say that business has not been benefited? Women are in many professions and many branches of business, but the profession of typewriter is the only one which was offered to women from the beginning. It must have been an inspiration that caused the first manufacturers of typewriters, in 1875, to send out little circulars calling the attention of educated women, particularly those skilled in pianoforte playing, to a new opportunity. A few who ventured to accept the opportunity were trained and sent out to other cities to demonstrate their skill and to teach other women. Within five years the woman stenographer was an established institution in city offices; within ten years she was a necessity. * * * The woman and the typewriter have wrought one of those mighty revolutions which find no place in history, but count for much in life.—*Memphis News-Scimitar*.

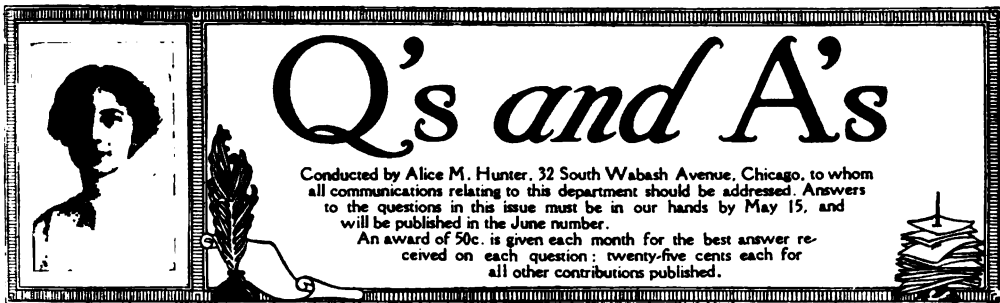


For Your Information

The results of both the business letter and the shorthand club contests are being held over until the May number because of the work involved in going over the papers. Watch for them!



In typewriting don't lift the carriage at all; write only as fast as you can write accurately; keep your hands close to the keyboard. That makes for speed in typewriting.



"Scientific Management of Words"

IN past issues we have discussed in this department various phases of vocabulary building. The following editorial from *Collier's Weekly* brings out another side of this question—"the scientific management of words," the importance of word selection, and points to the conclusion that the value of word study is as much in knowing what words not to use as it is in knowing what words to use. The man who uses the simplest language is often the master of the largest vocabulary.

Writers and speakers, who happen to be clear thinkers, practice scientific management for the special benefit of the consumer. With them it is not to economize on raw material, for they usually have an inexhaustible supply. It certainly is not to increase their output, although they are usually paid by the word. It is solely to make it easier and clearer for the reader and listener. Of course, all workers in words have not adopted scientific management. There are yet writers who consider language an end in itself, and spend their time in arranging intricate and astounding combinations. If they undertake to describe a field they proceed to lay around it a rail fence of words, phrases, and metaphors until, by the time they get the stake and riders up, you have forgotten the field and are tired of the fence. There are occasions that will still call out oratorical gentlemen who fondly love their own mellifluous voice as it caroms among unscalable peaks of glittering metaphor and rolls down deep, dim abysses of meaningless emotions; but, on the whole, people are caring less and less for meaningless phrases, however cunningly arranged. They want the substance of thought. They pass by the writer or speaker whose intricate phrases are but a drop curtain to hide what does not go on in his head, but they give more and more attention to the man who really thinks and uses language to transmit his thought.



The Stenographer and Outside Work

26. What class of positions affords the greatest opportunity for doing outside work, and are employers usually willing for their

stenographers to do such work during office hours?

As is the case with most questions of a general or an ethical nature, the decision in regard to whether or not a stenographer should do outside work depends entirely on the viewpoint. What looks to one like an opportunity is interpreted by another as undue presumption.

Miss Amy D. Putnam, Hackensack, N. J., presents the matter very well from the stenographer's standpoint.

It is obvious that where several girls are employed the attempting of outside work might cause jealousy. Therefore, the best position in which to do such work is the small office where there is only one stenographer. If the work does not keep the employee busy all the time or if the employer is away a great deal, leaving little work to be done during his absence, there is no reason why the stenographer's time should not be employed in other things.

There is, however, a great deal of difference in employers in this respect. Some men will object to a stenographer's bringing in a short article to copy while others are glad to have spare time profitably employed. One man for whom I worked helped me to compose a circular to send out to some of my own customers, but another objected to my writing one personal letter, although I used my own stationery and did the work outside of the regular hours. These are the two extremes, but I have found the majority of employers very considerate and it has been my experience that if one went about it tactfully, no objection would be made to legitimate outside work.

Before arranging to do anything of this sort, however, I should carefully consider whether I could not to better advantage devote this time to forwarding the interests of my employer.

A stenographer who, on the other hand, believes that to do outside work is an injustice to the employer is Miss Amelia H. Bohle, Portland, Oregon:

I have found that it is very difficult to select any special line of business in which outside work can be done to the best advantage. In

many offices into which one goes they are simply loaded down with work while in others carrying on the same business you will find that the occupants have so much time that the male employees place their feet on the desk, lean back in their chairs and enjoy a quiet smoke while the young ladies spend their time on embroidery and personal telephone calls.

Most employers do not like to have outside work done during office hours. In many cases, I have found that they prefer to see me read a book or magazine to having me work for other people in their office during the time for which they pay me. They feel that while this outside work is being done, their employees have little interest in their regular work.

I have, however, found employers who were glad to see me doing outside work during leisure time. I have even been commended for my ambition and for taking advantage of opportunities.

In doing this work after hours I find that it handicaps me with my regular duties. I often worry about getting the outside work done and as a result find that I make more errors in my regular dictation. I would therefore suggest that the best way to win promotion is to devote all of one's time and energy to the work for which one is paid.

Mr. H. E. Kemp, Yeatman High School, St. Louis, Mo., suggests that the government service gives the best opportunity for this kind of work.

A position in the government service in one of the departments at Washington probably affords one some of the best opportunities for doing outside work. The hours are from 9 to 4:30, with thirty minutes off for lunch, thus making the working day seven hours. In summer they work from 9 to 1 o'clock on Saturdays, then are through. Here also are a good many opportunities for those who wish to get work to do outside of working hours, and, of course, the government does not care in a general way, what its employees do during their spare time. Some stenographers who are interested in court reporting work find opportunity to go into the sessions of the different courts and practice there, and incidentally pick up a little work, and some valuable practice. Others get acquainted with reporters who do committee work and thus get in on that if they are able to do the work.

An emphatic protest against both the principle and the practice of appropriating for personal gain time which belongs to another comes from Mr. B. S. Barrett, Brooklyn, N. Y.

Why should any honest person wish to secure a position to work for and secure a salary from one employer, and then deliberately work for another, and expect his or her employer to permit such disloyalty? It may be possible that an employee might find leisure time in an office in which other work might be done, but the employee should never forget

that all such time is paid for by the employer and belongs solely to him, during office hours. The thing to do, evidently, in cases of this kind, is to ask if there is not something else to be done. Help the bookkeeper, dust the office; file papers; enter orders; do something to further your employer's interests, and he will appreciate your loyalty and advance your wages. You need not be a bookkeeper to write up entries in the day-book or journal. You can learn how to do it in five minutes. If there isn't enough to keep you busy in an office, your employer may dispense with your services altogether. Don't try to get a position anywhere and give a part of your time to yourself, or to anyone else. It wouldn't be honest, and you could not expect your employer to acquiesce in your doing so. I am aware of the fact that it is sometimes done without the knowledge, and certainly without the consent of the employer, but it isn't right; it isn't honest, and will result in your losing your chances for an advance, and, possibly, in your discharge. Don't do it. Don't think of it. Don't let anybody know that you entertain any such unjust and discreditable intention.



Making Erasures

27. Is it proper to make corrections, by erasing, etc., in actual office work; and what is the general opinion of employers in regard to such matters?

The general opinion of our readers is that while the ideal should be perfection, yet experience has proved in typewriting as in everything else that this ideal is unattainable. We may approach it but we cannot reach it. As Miss Flora Powell, Canton, Ohio, expresses it:

It is entirely proper to make corrections by erasing in actual office work. The typewriter is only a machine which is operated by human fingers, and no fingers have as yet been able to do absolutely perfect work. If, however, you have never used an eraser while in school, you will find little use for it in outside work. You can learn to make a neat erasure, one that is scarcely perceptible and that no employer would object to.

A reader who wishes to remain anonymous gives her idea of the employer's attitude towards this question:

It is proper to erase a letter or a word, when there has been a mistake, but the typist must be careful that the right word, when inserted, will not crowd the space, and that erasures are not too evident, though nothing can prevent their showing.

In wills, deeds, mortgages, etc., not more than one or two erasures should be made. Never attempt to erase a line unless told to do so, for any amount of erasing will look suspicious in any kind of law work, besides spoiling the appearance of the paper.

Employers think nothing of an erasure or two, for they realize that everyone makes mistakes, but they will insist upon writing a paper over if the erasures spoil the looks of the paper.

Miss Matilda C. Oexle, East Orange, N. J., writes emphatically against falling into the habit of making many corrections:

While it is not improper to make corrections by erasing, the free use of the eraser leads to carelessness. From my own experience, I can safely say that an employer does not approve of erasures. Certainly, a letter containing erasures will not appeal to him.

If your letter is not very long and you have made an error, I would advise you to write it over again. Your work will surely make a better impression on your employer if it has no corrections. This will make you accurate and also enable you to cultivate and master one of the most important qualities of a successful stenographer which is *neatness*.

A point worth considering is brought out by Miss Amy Putnam in speaking of erasing on contracts and important legal papers:

There should be no erasure or material alteration on any contracts or legal papers. Sometimes a single erasure is enough to invalidate the whole contract. So, even if your employer is not over-particular in this matter, you owe it to yourself and to your reputation as a careful and efficient stenographer to do all such work without errors. A strikeover, even if quite evident, is much better here than an erasure, as it can usually be read easily enough, even when one letter is very indistinct. In this class of work, crossing out a word or two is better than erasing and changing.

Miss Putnam further brings out the fact that the habit of making corrections encourages the habit of making errors and that it is a hindrance to speed:

But you cannot accomplish nearly so much work, if you have a habit of making errors. Accuracy should be your watchword, even at the expense of speed, for it means ultimate speed. Sometimes the number of errors you make will make a difference of from ten to fifteen letters in the total number you can do in a day.

The person who is careless about making errors and then takes time to correct them, reminds me of the girl who pokes along on the way to work until she rounds the last corner and then hustles and comes in all out of breath and panting, as if she had made every effort to get in on time, but in vain. Neither of these are the signs of the quick attainment of sure success which each of them probably thinks he deserves.

Mr. Samuel J. Bradfield, Decatur, Ill., quotes from *Office Training for Stenographers*:

Pernicious as the eraser is, it must be used occasionally in actual work, because human nerves and human judgment are not infallible. But when it is employed it should be used skillfully with an erasing shield to facilitate a neat correction. Writing over a half-erased letter or word should be avoided.



A Question of the Proper Salutation

28. What is the proper salutation to be used in addressing the following: The Woman's Home Missionary Society; the Agard Deaconess' Rest Home; the Y. W. C. A.?

Mr. Paul H. Seay, principal of the commercial department of the Lockport Township School, Lockport, Ill., in discussing this question says:

In addressing one man the salutation in business letters is *Dear Sir*; in addressing one woman, *Dear Madam*. In addressing a firm where the name indicates two or more men, the salutation used is *Gentlemen*. In addressing an audience the speaker invariably uses the salutation *Ladies and Gentlemen*, if it is a mixed audience. Considering this, it is my opinion that the salutation to be used in addressing the organizations mentioned in this question should be *Ladies*, inasmuch as it may be taken for granted that women rather than men are in charge of these organizations.

Three forms of address are suggested by Mr. Barrett:

The salutation may be omitted when letters are addressed to a body composed of ladies, or you can use either of the following: *Ladies*, *Dear Friends*, or *Mesdames*. The latter is the plural of the French word *Madam*, which means *Ladies*.

Mr. Samuel Bradfield gives the following example of the proper heading for a letter addressed to the last organization named:

Y. W. C. A.,
311 Water St.,
Chicago, Ill.
Mesdames:—



"Moot" or "Mooted"

29. Which is the correct form "moot question" or "mooted question"? I have seen both forms used and am in doubt as to the preference.

The most complete answer to this question comes from Mr. B. S. Barrett, who says:

Both forms are correct. A "moot question" is one that is now under consideration, while a "mooted question" is one that was or has

been under consideration. Webster gives the word "moot" as a noun, verb and adjective. It is seldom used now as a noun, but as a verb it means "to consider or discuss," and as it is a regular verb, both its past tense and participle end in -ed, and the participle may be used as an adjective, the same as any other participle. As an adjective, it means "now under consideration." It is something like the difference between "roast beef" and "roasted beef." One means a piece of meat that is to be roasted, while the other means one that has been cooked. In English, it is common to use the past tense of verbs where the perfect tense should be properly employed, and where it is so employed in other languages, as we say: "Mr. Smith *was* (instead of *has been*) here just this moment," and so it often happens that we say "it is a mooted question" when we mean that it is now being discussed, and the use of "moot" as an adjective seems to have been fixed by custom rather than by rhetorical accuracy. Webster says: "A moot case, a case or question that is to be mooted. Moot court, a mock court. Moot point, a point to be debated." As a verb, it is never used now in the present tense in any of its moods, and as a noun, its use need not be considered in answering this question.

Miss Edith L. Burdett, Leominster, Mass., speaks of the difference in the meaning of the two forms:

"Moot question" may be one that has or has not already been discussed, while "mooted question" is one that has been discussed, but not settled; as, according to Webster, "moot" means debatable; disputable; unsettled; in question; subject to argument; as, "A moot case;" "A moot point," while "mooted" means debated; controverted.

Other contributors are Mr. R. E. Young, Galesburg, Ill.; Mr. H. E. Kemp, St. Louis, Mo.; Mr. Samuel J. Bradfield, Decatur, Ill., and Miss Amy D. Putnam, Hackensack, N. J.



A List of the Ten Best Books

30. Will you list ten famous books which in your opinion every stenographer should read, not as a matter of information but for vocabulary building and general culture?

A veritable avalanche of replies to this question has been received. Limitation of space prevents our giving these in full. So much interest has been manifested among our readers, however, that we are planning to print other discussions in later issues.

The contribution given below comes from Mr. C. I. Brown, Providence, R. I. Mr. Brown's position in the library of

Providence makes him especially well qualified to discuss this question:

How far personal tastes can diverge and how extremely difficult it is to decide what are the best books was strikingly illustrated some years ago by Lord Acton, a well-known English scholar. The predominance of his authors who are now absolutely unknown to the average reader is fairly astounding. I think it is Harry Lyman Koopman who tells in his textbook, "The Mastery of Books," about another selection of the world's best authors and how on a Frenchmen's list there was a decided taste for French writers—showing again that an impartial verdict is really a difficult proposition. William Morris said that the greater part of the Latins were what he should call "sham classics." "I suspect," he added, "that superstition and authority have influenced our estimate of them till it has become a mere matter of convention."

"Buy in the line of your genius," is Emerson's advice, speaking of books, and Ruskin conveys the same idea when he says: "Every man has his own field, and can only by his own sense discover what is good for him." Nevertheless, in the selection of literature, the advice and opinions of scholars have always been eagerly sought. The discussion which followed the first publication of Sir John Lubbock's 'One Hundred Best Books,' and which has gone on intermittently ever since, has done much good, for it has resulted in the formation of many lists from which any reader may choose without danger of serious error."

The preceding paragraph is quoted from the introduction to a recent volume entitled, "The World's Best Books: Suggestions for the Selection of a Home Library," a publication issued by The Globe-Wernicke Company, Cincinnati, Ohio, in book and pamphlet forms. This book contains lists compiled by Mabie, Howe, Farrar, Lubbock, Ruskin, Davenport, Baldwin, "The Literary News," Elliot and Roosevelt. Of the lists presented by "The Literary News" and by Canon Farrar, the volume says:

"Arranged in the order of their popularity, as decided by the readers of the *Literary News* some years ago, the following are the world's ten best novels: David Copperfield, Ivanhoe, Adam Bede, The Scarlet Letter, Vanity Fair, Jane Eyre, Uncle Tom's Cabin, The Newcomes, Les Misérables, John Halifax. The ten next best novels, as decided by the same constituency, and constituting, with the foregoing list of ten, the world's most popular twenty, are: Kenilworth, Henry Esmond, Romola, Last Days of Pompeii, Middlemarch, Marble Faun, Pendenis, Hypatia, House of Seven Gables, Mill on the Floss.

"In his little book on 'Books That Have Helped Me,' Canon Frederick W. Farrar names the following authors and books, besides the Bible, as the most helpful: Bunyan, Dante. Imitation of Christ, Shakespeare, Milton. Canon Farrar also said: 'If all the books in the world were in a blaze, the first twelve which I would snatch out of the flames would be: The Bible,

Homer, Thucydides, Virgil, Dante, Milton, Imitation of Christ, Aeschylus, Tacitus, Marcus Aurelius, Shakespeare, Wordsworth. Of living authors, I would save first the works of Tennyson, Browning and Ruskin."

"The Ram's Horn," in its issue of November 29, 1902, printed a list of "The Ten Best Books," which were "chosen by fifty of the ablest scholars and literary readers in the United States." This choice was as follows: Robinson Crusoe, David Copperfield, Pilgrim's Progress, Ivanhoe, John Halifax, Plutarch's Lives, Tom Brown's School Days, Black Beauty, A Child's History of England, Heroes and Hero Worship.

According to a canvass made by "The Providence Journal" in 1909, and described in detail in the issue of May 2 of that newspaper, Thackeray is Rhode Island's favorite author, and "Vanity Fair" its favorite novel. In the order named, the following books were accorded the largest number of votes by about thirty prominent individuals, whose tastes were consulted: Vanity Fair, David Copperfield, Henry Esmond, The Newcomes, Ivanhoe, Pickwick Papers, The Cloister and the Hearth, The Tale of Two Cities, Lorna Doone, Romola, The Scarlet Letter. It was not the "ten best books" whose names were on this list, however, as the understanding was that affection rather than stern standards of literary excellence should be the criterion. "In other words," said the query which was sent out to the representative citizens, "if you were compelled to be isolated for an indefinite period and had your choice of reading restricted to ten works of fiction in the English language, which ten would you choose to keep you company?"

The difficulty of compiling a list of "best books" was discussed very fully in "The Providence Journal" of April 11, 1909, in which occurs the following interesting item:

"Many will be surprised to know that when Henry M. Stanley plunged into Darkest Africa, he carried with him quite a large selection of what he considered the best books, including besides numerous geographical, botanical, and other scientific works indispensable to an explorer, such widely differing books as Evelyn's 'Diary,' Gibbon's 'Rome,' 'Henry Esmond,' Washington Irving, Prescott's histories, Sterne, Kingsley and a good assortment of poets. Unfortunately, in order to lighten the load of his boat, these books had to be thrown away, one by one until at last, Stanley tells us, when he was but 300 miles from the Atlantic on his return from the interior, there remained only the Bible, Shakespeare, 'Sartor Resartus,' Norie's 'Navigation,' and the Nautical Almanac for 1877. Later, the superstitious natives of a village compelled the explorer to burn his Shakespeare, so that, when he finally reached the coast, the Bible alone remained to him."

"Famous Literature of England and America," published by The John C. Winston Company, contains on pages 429-31 a chapter on "The Ten Greatest Books of the Nineteenth Century," being the selection made by ten

prominent educators and thinkers in America acting as judges. This list published by "The Outlook" gives the preference to the following ten books: "Origin of Species," Hegel's "Logic" and "Philosophy of Religion," "Faust," "Emerson's Essays," "Uncle Tom's Cabin," Scott's historical novels; Wordsworth's poems and "Lyrical Ballads," Tennyson's "In Memoriam," Hugo's "Les Misérables," and Ruskin's "Modern Painters." That nationality did not enter into the result is indicated by the fact that of the forty-seven books on the total list given only four of the authors were of American birth.

"One is sometimes asked," says Lowell, "to recommend a course of study. My advice would always be to confine yourself to the supreme books in whatever literature. . . . You will find that in order to understand perfectly and exactly any really vital piece of literature, you will be gradually and pleasantly persuaded to studies and explorations of which you little dreamed when you began, and will find yourselves scholars before you are aware."

Personally, in a vocabulary and culture list, I should want to include: "The Sketch Book;" "Ben-Hur;" "A Selection From the World's Great Orations," by Sherwin Cody; "The Plymouth Oration," by Daniel Webster; "Sesame and Lilies," by John Ruskin; a text-book of "American Literature," by Hawthorne and Lemmon; and "A Book for All Readers," by Ainsworth Rand Spofford, late librarian of The Library of Congress. But why continue the list, for, of course, you would not agree with me? And I haven't even included such famous writers as Franklin, Emerson and Poe; Darwin, Stevenson and Benson; SoRelle, Gurtler and Kimball! However, if you are on friendly terms with all that I have mentioned, you cannot lack agreeable company; and I feel sure also that you, too, will be unwilling to limit the number to just ten!

In *The Gregg Writer*, October, 1909, to February, 1910, was published a series of shorthand plates from "Sesame and Lilies," entitled "Books and Reading—Ruskin."

"True books," as Ruskin says, "have been written in all ages by their greatest men—by great leaders, great statesmen, and great thinkers. These are all at your choice; and Life is short. Will you jostle with the common crowd, for entree here, and audience there, when all the while this eternal court is open to you, with its society, wide as the world, multitudinous as its days,—the chosen and the mighty, of every place and time?"



Some Interesting Problems

In discussing the subject of salary and speed, as suggested by Question 8, Mr. Arthur G. Skeeles propounds some problems which are worth working out. For the three best solutions we are offering a special award of a copy of *The Great*

Stone Face written in Gregg Shorthand. The announcement of these prizes, with selections from the prize-winning discussions, will appear in the June number.

We all know that people are not always paid according to the amount they do. But let us suppose they were, and figure on the relation between speed and salary.

First, if a stenographer writes shorthand at a speed of 75 words a minute, and transcribes at the rate of 90 words a minute, how many letters of 160 words each he can take and transcribe in five hours?

Second, if this stenographer will increase his speed in shorthand to 160 words a minute, and his speed in typewriting to 50 words a minute, what percentage of increase in salary will he earn? That is, supposing he still works five hours, and is paid the same amount per letter.

Third, two stenographers have the same speed, 75 words a minute in shorthand and 95 words a minute in typewriting. They both set to work to increase their efficiency; but one gives all his attention to shorthand, and doubles his speed in that; while the other gives all his attention to typewriting, and doubles his speed in that. On the basis of work turned out, which will earn the larger increase in salary?

But the worth of a stenographer may depend also upon how much of the time of his employer he takes up. Many dictators find it necessary to limit the speed of their dictation because the stenographer can write legible shorthand only so fast. It is nearly always the case that the time of the dictator is worth more than the time of the stenographer. This consideration gives us another class of problems, of which the following are typical.

A business man has to write 30 letters a day, averaging 400 words each. His stenographer writes 75 words a minute and gets \$15 a week. But he finds another stenographer who can take his dictation at the rate of 100 words a minute, and he hires her for \$20 a week. If the dictator's time is worth two dollars an hour, does he gain or lose by employing the better stenographer? How much?

This business man finds another stenographer who can write 150 words a minute, and he finds he can dictate his letters at that speed. How much can he afford to pay her—or him? (In both these problems use five and one-half days as a week.)



Referred for Answer

36. Most of us realize the necessity of taking a certain amount of physical exercise daily. Is it not equally true that the mind needs exercise, especially in the case of people employed in routine work? If so, what kind of exercise would you suggest?

37. Will you kindly give me some suggestions of pictures suitable for a commercial

room? I have been given the privilege of selecting one for my room and I am anxious to get something good and appropriate.

38. I would like to put the question whether on the average a shorthand writer in a railroad office has better opportunities than the other clerks. The question has been put to me forcibly.

39. What is the difference between the meaning of the words "typewriter" and "typist"? Please give examples showing the correct use of each word.

40. I am in trouble and I am sure you or some of the *Gregg Writer* readers can help me.

The summer following my Sophomore year in high school I took a position in a broker's office and held it through the summer. I knew very little about shorthand or anything else in the business line, having just finished my first year of Gregg. My employer taught me the insurance business and all that I know of the real estate and legal work connected with an office, and was very patient when I made blunders which seem so very unreasonable to me now. Since then he has kept my position open for me, employing a stenographer the next winter on the condition that whenever I wanted to come back I should have my position. It was necessary for me to help in the office work that winter and the following summer the position was vacated for me. Last summer he took into partnership a man who is very disagreeable to me and who smokes innumerable cigars daily, in fact, never is seen without a cigar in his mouth, and he does not smoke \$1 cigars either—tobacco smoke makes me very sick. I hold my position this winter, working on Saturdays and in the evening when I am needed. My "boss" is very good to me. He lets me do public stenography and last winter and summer I held a position in a bank while in his employ because there was not enough work to keep me busy all the time. He is very agreeable but his partner is just as disagreeable as Mr. — is nice. Stenographers are scarce in this town and Mr. — has taught me practically all that I know about the business and has been inconvenienced for want of a stenographer when one was needed just so I could have the chance, and now just as I will be available all of the time, and the time has come that he was waiting for here is this objection. It will seem the rankest ingratitude for me to leave now, but it hardly seems to me that gratitude would want to work in an office eight hours out of each day with a person that made her hate him more every time she saw him. Now I have come to the point of all this long discourse: shall I or shall I not leave my position?



Be business like! When called upon to take dictation, have your note book ready to open at the proper place, and avoid the necessity of keeping your employer waiting



The Reporter and His Work

News and Suggestions of Interest and Value to the Shorthand Reporter. Conducted by Fred H. Gurtler, 1018 City Hall Square Bldg., Chicago, to whom all communications relating to that department should be addressed.

From Novice to Adept—III

Practical Style

LAST month we stated that the next article would discuss practical style as distinguished from theoretical style. Practical style is that individuality of shorthand writing assumed by writers under the pressure of practical work. The writer may have in his mind a clear concept of the properly proportioned and theoretically correct outline, but in taking notes on the leaf of a desk, on his knee, on a book, on a high railing, or writing at high speed with his best efforts, or at low speed with carelessness or indifference—or writing a subject matter with which he is not familiar—it is impossible to reproduce accurately the mental picture of the notes.

The point between slow speed, where we may almost draw our outlines mechanically, and where we have the opportunity to think ahead, and to form the phrases we have at least partially learned, and the point of variation from carefully drawn forms, forms the basis of a most important division of study and practice. If we do a thing often enough it becomes automatic. Our subconscious mind takes care of the things which are so often repeated that they are really a part of us. If through long practice of shorthand forms written under stress, we are forced to vary from our standard of writing there then becomes a direct connection between our physical ability to execute forms and the action of our subconscious mind, and we may be sure that our variation one time will be of the same general type or character as that of another time.

Reading Exaggerated Forms













































Here you have the secret of reading bad notes. It lies in a thorough knowledge of

your own peculiar tendencies in writing. If you would be a good shorthand writer, you must have at your command the shorthand forms as you are inclined to make them—and of course preferably the correct way—for the larger proportion of the words you are called upon to write; and when the stress of circumstances compels you to vary from good form your knowledge of your own peculiar tendencies should enable you to read a poorly constructed note of your own making with almost the same degree of speed and accuracy as though it were correctly and artistically written. You may say that this does not seem possible. Well, shorthand in its highest and best use is something that must be studied like medicine or psychology, and your mind and eye must be trained in the reading of notes just as your hand and mind are trained in the writing. For instance, in the writer's own case there are many times when writing under pressure and difficult conditions the form for "or" gets distorted to look something like the word "all," but since I am familiar with that tendency the form is just as readable as though the word were written in longhand or on the typewriter. Many other instances could be mentioned.

Why Have Exaggerated Forms

Exaggerated forms are apt to occur in all writing at a speed beyond the control of the writer. In court and general reporting if a shorthand writer were to write only such notes as he could write correctly and artistically he would perhaps get some individual satisfaction out of the fact that all his notes were unquestionably legible, but the main object of his work would be defeated because his report would have no practical value. The test

Jury Phrases—(Continued)

| | |
|---|---|
|  No I don't think so |  I am not |
|  No, sir, I don't |  No, sir, I am not |
|  No, sir, I do not |  Do you know any reason |
|  No, sir, I wouldn't |  Do you know any reason why |
|  No, I do not |  You can't be |
|  No, I do not believe |  Both sides |
|  Something like that |  To recover |
|  I believe there is |  Entitled to recover |
|  I don't believe so |  How long ago |
|  On the jury |  When I left |
|  If taken as a juror |  When I was |
|  If you are taken as a juror |  It isn't necessary |
|  If taken as a jurymen |  It isn't necessary that |
|  Selected as a juror |  One side or the other |
|  If you are selected as a juror |  Out of court |
|  If the Court |  Must be given |
|  If the Court please |  Just as much |
|  If your Honor please |  Just as great |
|  Attorney for the plaintiff |  Just as well as |
|  Attorney for the defendant |  Just as well as the other |
|  Learned counsel for the defendant |  I take it |
|  Learned counsel for the plaintiff |  Great many of them |

comes when, regardless of conditions, the writer can both get down all the shorthand characters representing all that is said and can read all of them, whether the characters are well written or otherwise. We are forced to get everything that is said, if we would remain in business. We do it by writing artistic shorthand when possible and inartistic when compelled to do so. When through much experience we are able to read without hesitancy exaggerated or shattered notes, the forms seem to have a certain live, obvious, definite identity subtly concealed from those who have not the ability to calculate variation with apparently mathematical accuracy.

Applicable to Higher Phase of Writing

This is not meant to discourage the best efforts to learn to write theoretically correct shorthand. We are now talking about that higher phase of the art when the forms undergo certain changes under the extreme pressure of rapid note-taking—sometimes maintained for hours at a time. You can be an expert through the best efforts of which you are now capable. An expert is not one who has any inherent special ability, but merely one who has become skilful in the doing of a certain thing by long continued study and practice. The price of efficiency and expertness depends entirely on the effort and energy applied towards their attainment. Some of us have not the health to do it—some of us have not the persistence and some of us even have not the desire, but those who aspire to become expert can attain their goal through the uninteresting, unattractive path of hard work. Would you rather take the easier way for a few years and never become very much out of the ordinary, or would you rather put other things aside to spend long and weary hours at labor in order that you might then enjoy the benefits, rewards, and distinction of achievement? Which course seems the most reasonable? Will you blame circumstances or yourself?

Plate Notes vs. Your Own Notes

You ought to read a sufficient amount of plate notes to give you a correct idea of proportion, to acquire an extensive shorthand vocabulary, and in addition to

this, you ought to read enough of your own notes to become familiar with all their peculiarities, whether written correctly or incorrectly, and to be able to read them readily under those conditions. If you cannot write shorthand correctly at a low rate of speed you need more practice on theory. That also sounds reasonable. If a carpenter forgot his saws, he couldn't build much of a house, and if a stenographer forgets his shorthand principles he cannot write shorthand that will be satisfactory to himself, to say the least. The saw is no more essential to the carpenter than the shorthand principles are to the stenographer. If you know your principles so well that you can think out the forms faster than you can write them, then you need more practice to develop *facility in execution*. If you have both of these, but cannot readily read your notes made under the best of conditions or under the worst of conditions, then you are deficient in reading ability and need *plenty of practice in reading*. Hesitancy in reading indicates you have not developed the faculty of thinking instantly of all the possible words a certain imperfectly-written outline may represent. This ability to recall instantly the possible variations a shorthand form may undergo when distorted by speed conditions can only be attained by much earnest reading practice.

Why Should I Read My Notes?

This question has been in the minds of students, stenographers and everyone who has ever studied shorthand. The answer is obvious. A student could go through the entire manual of shorthand without writing a word and possibly be able to read shorthand generally, but of what value would it be to him? Were he called upon to write he might know the correct form, but he could not apply the principles without extreme deliberation, and he could not read the outlines without hesitation, if he could read them at all. That is why at the first we copy the shorthand forms in the lessons and later write them from dictation, and why we should read our shorthand outlines from the first, and then always with the idea of knowing their possible variations under all conditions. The reading of notes is related to the practical side of our work. You want to de-

velop the capacity for both writing and reading your own shorthand independent of the beautiful forms in the manual, magazine or elsewhere. What you can do *yourself* counts.

Systematic Practice

It will be remembered that we are now discussing the last half of the second division of an hour of practice, and that the second period of twenty minutes should be devoted to the development of a theoretical and a practical style of shorthand. You cannot neglect the reading of shorthand plates and get up speed in the easiest way, neither can you neglect the study of the exaggerated forms of shorthand made under difficult conditions, and have accuracy and fluency of reading. If you are following our suggestions you are no doubt beginning to be enthusiastic about your

work. In your slower practice during the first division of the hour the writing of the beautiful characters which abound in circles and curves will appeal to your artistic sense and you will find yourself practicing shorthand for the sheer pleasure you find in writing it. In the second division you will commence to associate the practical with the artistic, and later the practical notes will indicate to you the importance not only of your conscientious practice at slower speed, but will impress upon you the necessity of making accurate transcripts. Then later will come the joy of *achievement*. That is worth while. That repays for hard work—for sacrifice of pleasure for a short time. Then it is that you get the returns on your investment of energy, time and persistence.

(To be continued)



T. Paul Wilcox—Official Court Reporter

IT is always an inspiration to young stenographers and especially those with reporting ambitions to read of the life story of one who has reached the position of official reporter. There is something in the very words "official reporter" that carries with them a feeling of dignity, a certainty of efficiency, a vision of the pinnacle of stenographic achievement, and, to the beginner, an incomprehensible skill that awakens both the deepest awe and highest admiration. We are therefore glad to be able to give a sketch of the stenographic life of Mr. T. Paul Wilcox, official court reporter of the First Judicial District of the State of Wyoming, located at Cheyenne. And Cheyenne! What a vision of cowboys and the virile, picturesque West (as inspired by the motion

pictures), that name conjures up in the mind of the Eastern boy! How he will envy Mr. Wilcox the opportunity to work with the mystic art of shorthand in such environment of romance, dramatic action, and life! Not a one that will not at the sound of Cheyenne hear ringing in his ears that swinging song of "Cheyenne, Cheyenne, hop on my pony!"

T. PAUL WILCOX

But life even in Cheyenne is not all romance. The reporter there often finds himself writing in cold, legal phraseology the horrible details of murder, or accounts of unthinkable deceptions in a perjury trial. Human nature there is as it is elsewhere. Some of the most important and difficult cases Mr. Wilcox has reported have been of this character—State of Wyoming vs. Ray H. Pressler, murder;

Mr. Wilcox's Notes

(For key, see page 451.)

Mr. Wilcox's Notes
The following are the notes of Mr. Wilcox, as written in the Gregg shorthand system. The notes are arranged in two columns, with the first column on the left and the second column on the right. The notes are written in a cursive, flowing style, characteristic of the Gregg shorthand system. The notes are arranged in two columns, with the first column on the left and the second column on the right. The notes are written in a cursive, flowing style, characteristic of the Gregg shorthand system.

State of Wyoming vs. Oscar Carrolson, murder; State of Wyoming vs. Pete Dickerson, perjury; State of Wyoming vs. Anthony Wilde, perjury; John Lucas vs. Union Pacific Coal Company, personal injury.

Beginning of a Reporting Career

Mr. Wilcox was born in Cuba, New York, in 1888. After graduating from the Cuba High School, he took a four months' course of Gregg Shorthand in a business college, which he said was not long enough, but was all the time he had. Like many other men who have risen, he had to do what he *could*, and not what he would *like* to do. When he left the business college in 1902, he went to his first position as a stenographer, or as he expresses it, "a sort of office boy and handy man," in the office of the Chief Engineer of the Shawmut Railroad, Olean, N. Y.

Later he was transferred to the office of the Real Estate and Tax Agent of the same road, where he got considerable shorthand experience. In 1903 he went to Cheyenne and entered the employ of the Union Pacific Railroad Company as stenographer and clerk. He remained with the Union Pacific in various clerical capacities until his appointment as official reporter. At the time of his appointment he was chief clerk to the Division Engineer of the Wyoming division of the Union Pacific Railroad Company.

Appointed After Competitive Examination

Mr. Wilcox's appointment to his official position was made only after a thorough examination. He says:

Before I was appointed to my present position by Honorable Roderick N. Matson, Judge of the First Judicial District, I took an examination before three members of the bar, who after examining several candidates (I think fifteen or eighteen, all Pitmanic writers except myself) gave me a certificate and I was appointed. I have not had the slightest difficulty in holding my position, and at the present time, in addition to my official duties, I am doing reporting in the Federal Court of this city, and I do all the reporting of courts martial held at Fort D. A. Russell, one of the largest military posts in the United States, accommodating three regiments.

How Reporting Qualifications Were Acquired

Mr. Wilcox gives some very valuable pointers to students of shorthand when he

tells about how he gained a thorough knowledge of the art and worked up his speed. He says that he has found dictation and reading the two most helpful features of his training.

"I have always been a great reader of good books," he says, "and in this way I have acquired quite an extensive vocabulary, which by the way, is one of the most useful assets to the reporter. I endeavor at all times to write shorthand clearly, and according to the principles as given in the manual. I have kept in close touch with all the developments of the system as they have appeared in the *Gregg Writer*, and the new editions of the manual. No matter how long one has written shorthand, there is always something new to learn. When I was first appointed to my official position, I hired a young lady to read to me every night, and I always made it a point to read back everything that I took."

It will thus be seen that Mr. Wilcox has followed the general plan adopted by all good reporters—he has endeavored to perfect himself in the principles of the system by continuous study and practice, and has appreciated the value of an equal amount of practice devoted to reading and writing. The development of a perfect technique has engaged his attention from the start.

Of his practical work in reporting he says:

I have adopted loose leaf notebooks for my work, and I find them very satisfactory. I use a sheet 6x9 inches, divided into two columns, with a half-inch margin on the left of each column. I write all questions on the outside of this margin, and the answers inside. Of course, I have an index for my notes, which is a printed form showing witnesses' names and the pages on which his various examinations begin. When the case is finished the loose sheets are bound inside of the paste-board covers which are printed forms for the title of the case, the venue, date of trial, place, name of presiding judge, and my name as reporter. I also have a form for listing exhibits.

Mr. Wilcox's Reporting Notes

As will be seen from an examination of Mr. Wilcox's notes, taken in the course of everyday work, and which have been slightly reduced, he writes a very fluent and distinctive style. Its chief characteristic is simplicity. He does not make use

of the expedients and abbreviations found in the work of some writers. His characters are perhaps larger than many would want to write, but this is a matter of personal preference. It is simply a question of determining the size of notes best adapted to the hand and sticking to that size. The important thing, of course, is to maintain the proportions, and this he does. The tendency in rapid work is nearly always toward larger notes, and that is one of the reasons why teachers of shorthand attempt to impress upon students the necessity of writing small notes. It will also be noted that Mr. Wilcox omits the personal pronoun in all cases where its identity is obvious. He also omits "the" where it can easily be supplied, but this is a practice that would be instantly condemned by writers like Swem and Werning and Tarr, because their training has been directed toward a word-for-word and letter-for-letter accuracy to comply with contest conditions. There is hardly a reporter who makes any positive distinction between the contracted and full forms for "did not," "would not," etc., as in actual reporting the difference is not material. In the last contest even, the rule was made that no penalty would be exacted in correcting the transcriptions where this distinction was not made. In our system, however, the positive distinction can be made without the slightest difficulty, and the practice might just as well be followed. One feature of Mr. Wilcox's notes is worthy of particular comment, and that is their absolute legibility. They are distinct—instantly readable.

Transcript of Mr. Wilcox's Notes

A. Not previous to that.

Q. What time did he call the first time for the pistol?

A. Somewhere near six o'clock. I couldn't say the exact time.

Q. After this did he call and try to get you to give him the pistol?

A. I think he was at the door three times and asked for the pistol.

Q. What did you tell him?

A. The last time he was at the door I told him I delivered it to Quartermaster Sergeant Shadwell.

Q. Do you think that the two soldiers who advised you not to give the pistol up had overheard the conversation between you and the accused?

A. They gave me that impression, that they had overheard the first conversation.

Q. Would it have been possible, from where they were, to have overheard it.

A. Yes, sir.

Q. You said that the pistol was something like this one; do you remember the name of this?

A. I never saw one before or since, and I don't know. I know it had something on like this, about that size.

Q. Did these handles look like this?

A. I think so. I am not positive, but I know it had this business on here. I know when they looked at it, they looked here for the number, but I don't know the number.

CROSS EXAMINATION:

Questions BY THE ACCUSED:

Q. Who occupied this room the night before you found the pistol?

A. I don't think that is anything for the court myself.

Court Reporter is Only Key to Transcripts

UNDER this heading the *Evening Capitol News* of Boise, Idaho, prints the following article:

"One man, a court reporter, is the only key to the records of the district court that involve millions of dollars worth of property and property rights and litigation that has occupied the attention of the Ada county district courts for months.

"That man is George F. Niklaus. Several of the largest and most important cases that have ever come before a district court of this state are still parts of the shorthand note books of the reporter. The danger that the present appropriation bill would not pass has prevented the getting of the vast amount of work out of the court and ready for appeal to the supreme court of the state. The immensity of the undertaking in the first place to transcribe cases that will, when completed, fill thousands of pages of testimony, and the rush of other business in the courts has delayed the making of the gigantic transcripts.

"Should the court reporter be gathered unto the fathers or should some unforeseen accident happen to him that would prevent the transcription of his notes, the cases might have to be tried over again and the long litigation again pass through the judicial grist mill.

"In this class is the case of the Independent Long Distance Telephone Com-

pany against the Rocky Mountain Bell Telephone Company that will go up on appeal to the supreme court. In this suit there will be over six thousand pages of testimony that will have to be transcribed. The case of the Fairview Investment Company involving the title to the entire Fairview addition is also yet unwritten and the only records of the court are the long notes in the books of the reporter.

"The only man in the world who can read those notes with accuracy is the court reporter. The only man in the world who knows the meaning of all of the dots and dashes in those books is that court reporter. Should some accident befall him, so that he would be unable to review the case and transcribe the thousands of pages of testimony, the litigation of the district courts would be tied up and all of the cases that have followed in the mill since these were passed upon would be lost and the records would have to be made again. The key to the situation is the reporter in the district court. He alone knows what the records mean. He alone can swear that the transcript of testimony on which the highest court of the state reviews the evidence and the instructions is correct. He alone knows that no errors have been made in transcribing the notes, that everything that the witnesses said on the stand and every ruling of the court as shown by his books is correct.

"The importance of this official does not

show up until it is known that millions of dollars worth of property and rights are involved in what his shorthand notes reveal. As soon as matters are adjusted so that the reporter can get assistance in cleaning up this mass of litigation, the records of the court will be kept up to date and the transcript as clear as are the dockets themselves."

G. S. A.

Reporters are daily using Gregg shorthand in its highest and best use from a practical standpoint, and are among the most expert writers throughout the country. The editor of this department, as President of the Gregg Shorthand Association, earnestly desires a full representation of all the reporters in the country using the Gregg system. It will be a simple matter on your part to send in your membership fee of one dollar, and by so doing you will be contributing your share toward the possibility of a suitable celebration of the Twenty-fifth anniversary of the publication of Gregg shorthand. This certainly applies also to all who are ambitious to become reporters, and are readers of this department. It would be considered a special favor by the Local Committee on Arrangements if you would do your part now. You may send the membership fee to the editor of this department.

Keys to Last Month's Shorthand Plates

Some Rules

A Baltimore man who has a large number under him has posted in the various departments of his establishment cards which bear the above caption and the following terse rules:

1. Don't lie; it wastes my time and yours. I am sure to catch you in the end and that is the wrong end.

2. Watch your work, not the clock. A long day's work makes a long day short and a day's short work makes my face long.

3. Give me more than I expect and I will pay you more than you expect. I can afford to increase your pay if you increase my profits.

4. You owe so much to yourself that you can't afford to owe anybody else. Keep out of debt or keep out of my shops.

5. Dishonesty is never an accident. Good men, like good women, can't see temptation when they meet it.

6. Mind your own business and in time you will have a business of your own to mind.

7. Don't do anything here which hurts your self-respect. The employee who is willing to steal for me is willing to steal from me.

8. It is none of my business what you do at night. But if dissipation affects what you do the next day and you do half as much as I demand, you'll last half as long as you hoped.

9. Don't tell me what I'd like to hear, but what I ought to hear. I don't need a valet to my vanity, but I need one for my dollars.

10. Don't kick if I kick. If you're worth while correcting, you're worth while keeping.

The Friendship of Books

To fall in love with a good book is one of the greatest events that can befall you. It is to have a new influence pouring itself into our life, a new teacher to inspire and refine us, a new friend to be by our side always, who, when life grows narrow and weary, will take us into his wider and calmer and higher world. Whether it be biography, introducing us to some humble life made great by duty done, or history opening vistas into the movements and destinies of nations that have passed away; or poetry making music of all the common

things around us and filling the fields and the skies and the work of the city and the cottage with eternal meanings—whether it be these or story-books, or religious books, or science, no one can become the friend of even one good book without being made wiser and better. Do not think I am going to recommend any such book to you. The beauty of a friend is that we discover him. And we must each taste the books that are accessible to us for ourselves. Do not be disheartened if you like none of them. That is possibly their fault, not yours. But search and search till you find what you like. In an amazingly cheap form—for a few pence, indeed—almost all the best books are now to be had; and I think everyone owes it as a sacred duty to his mind to start a little library of his own. This private library may begin perhaps with a single volume and grow at the rate of one or two a year; but these, well chosen and well mastered, will become such a fountain of strength and wisdom that each shall be eager to add to his store. A dozen books accumulated in this way may be better than a whole library. Do not be distressed if you do not like time-honored books or classical works or recommended books. Choose for yourself; trust yourself; plant yourself on your own instincts. That which is natural for us, that which nourishes us and gives us appetite is that which is right for us. We have all different minds and we are all at different stages of growth. Some other day we may find food in the recommended books, though we should possibly starve on it to-day. The mind develops and changes; and the favorites of this year also may one day cease to interest us. Nothing better indeed can happen to us than to lose interest in a book we have often read; for it means that it has done its work upon us and brought us up to its level and taught us all it had to teach.—*Drummond*.

Business Letters

Mr. R. P. Emerson,
1428 Madison Street,
Chattanooga, Tenn.

Dear Sir:

Your letter has been received, and I am pleased to have you write me thus frankly. The situation you are in is very much like that of an evening student I now have who has been typewriting in a haphazard fashion for a long time and now desires to change over to the all-finger method. She has been in the habit of picking away at the machine with one or two fingers of each hand, striking the space-bar with the right index finger and depressing the shift-key with the index finger of the left hand. This is very bad, as you will readily admit, and having performed in this comical manner for quite a period, it naturally comes very hard to reform.

I do not imagine for a moment that your style of writing is quite as bad as this, but in her case I have suggested that she remedy one defect at a time. Take, for instance, that of striking the space-bar, exercising care from now on to depress that with the right thumb, operating slowly enough to do this without fail and in that one respect effect an improvement.

The next fault to rectify may be the depression of the shift-key, therefore strive to train the little finger of the left hand to that duty, persisting in it till that same little finger has gained strength and skill to do the work. This will not be so easy as striking the front spacer, but it is equally as important.

So far as the fingering is concerned (that is the use of all the fingers) if the writer has only used one finger of each hand, I should recommend to begin using two and then three and so on until all are brought into play. This, with due regard to hand position, even absolute correct fingering is put in abeyance for a short time; but as soon as the four fingers can be controlled and made to perform the duty expected of them, then let the patient reformer follow implicitly the instruction of a logical method. One cannot jump from one-finger action to four-finger instantly; the progression has to be gradual.

Yours truly,

Mr. Edward Higgins,
Skagway, Alaska.

Dear Sir:

Our inducement to you to number yourself among the many users of "Standard Brand" typewriter ribbons and carbon paper is the price. If more than 130,000 of the best people in the United States take advantage of our low prices on typewriter ribbons and carbon paper, why don't you? You will not receive an old, dried-up ribbon that has been on the dealer's shelf for months; ours are made fresh every day. A little cloth and ink properly combined is not worth seventy-five cents or a dollar. Why then pay it? We save from 50 to 100% and give you clean, fresh stock that does not smut or fill the type, but adds a charm, taste and clearness to your letter which are impossible with other makes.

We guarantee that after you have given our goods a trial, we will cheerfully return the money if you are not satisfied with them. Under this guarantee plan you have everything to gain and nothing to lose. Why not send us your trial order to-day? Fill out the enclosed order blank and send us postal or express money order, draft, currency or stamps, subject to the above conditions. Do it now! Reduced prices may be secured through the coupon system, which is explained on the slip.

Yours very truly,

A Discrimination

Discernment, discrimination and criticism are not synonymous terms, though often used as such. True discernment is an office of the human understanding. In and of itself it is a passive, though by no means a negative quality. When this passive quality of the understanding becomes active we discriminate. Criticism differs both from discernment and discrimination, though it involves both.

By discernment we learn to know good from evil; by discrimination we choose either good or evil; by criticism we undertake to approve or condemn either good or evil. Discernment and discrimination are necessary to real knowledge and correct living. We employ them

upon ourselves. We employ criticism usually upon others.

It is one thing to contrast good with evil, another to choose the good and reject the evil. Here our teacher is experience and observation and our motive may be the highest and best. It is, however, a very different thing to contrast another person with ourselves, for here we are almost certain to seek out all possible blemishes in our neighbor and all imaginable perfections in ourselves. Our motive may be that of self-instruction and improvement, or it may be to lift ourselves up at the expense of another.

One whose attention is always directed toward the imperfections and shortcomings of others, if not himself guilty of equal shortcomings and greater vices, will find little time or disposition to cultivate the beauties and virtues of existence. The critic, like the practical joker, is apt to be exceedingly averse to taking his own medicine. It is often the case that only by being compelled to do so, that we realize the nature of the office he has voluntarily assumed. Not infrequently an individual who habitually indulges in carping and severe criticism imagines that he conceals beneath this captious spirit a sincere desire to benefit his fellow men. It is very questionable whether anyone has ever been made either wiser or better by being continually reminded of his faults or follies. He has already become sensible of them and desires to get rid of them. He may be helped by advice or encouragement. It is human nature to deny and retort upon the accuser when charged with personal vices or errors. The force of criticism rests in its passionless judgment and in its justification. It is the thing that needed to be said—the thing said with sorrow rather than with exultation—that carries weight and compels repentance and reformation. Discernment and discrimination belong to the wise and thoughtful and these are always the most careful and guarded in their criticism of others. Principles and measures may, and often must be discussed; but individuals never. Nothing can be more harmful or more hinder individual progress than personal criticism of individuals. He who is found active in a good cause, who stipulates nothing and demands nothing, who takes pains to commend and approve, but who never condemns and criticises others—such a one has learned the true spirit of discernment, and the wisest understand.—*Metaphysical Magazine*.



Business Letters

Gentlemen:

Your letter of January 4, enclosing pole license, is received and in reply we would say that we will remove our wires from your poles in Minneapolis at once. We are much surprised, however, to receive this request from you, for the reason that your general foreman was granted permission to take out three of our poles on Lake Street, between 47th Avenue and 49th Avenue and set your poles in place of them, giving us a place on your poles for one wire; and now you are asking us to pay

for this wire. This wire belongs to the city and is used to signal the pumping station for additional pressure in case of fire. We are keeping it in repair free of cost. If you insist upon our paying rent for the same, we will put in our own poles and under the circumstances we can hardly ask the city to bear this expense.

Your general foreman also gave us permission to tie to your poles in the switching yards. We did not have occasion to do so until August last, when your general manager requested us to use as few poles as possible for this one wire which we were putting up at that time. We certainly would not have taken this privilege without first having permission from your company. Please send us a bill for the fifteen ties in the yards from August 10, 1901, to June 10, 1902. We will pay for them.

We believe you will not expect us to pay for the ties on Lake Street in view of the above explanation. We feel that we have been placed in a false position in this matter and trust you will give us credit for doing right.

Very respectfully,

Dear Sir:

In the construction and reconstruction work of which you will have charge along the lines of the Alabama and Gulf Railroad, you should direct your foreman carefully as to the placing of wires when both copper and iron are strung on the same lead. Iron wire will begin to fail long before copper wire and when it breaks from sleet or wind, the use is lost of the iron wire and also copper. Please remember this in your work and in the planning you will have to do.

Very truly yours,

Dear Sir:

I wish to tell you in reply to your letter of February 13 that I am carrying \$100,000 life insurance, \$75,000 being in the company represented by you. My reason for placing the larger part of my insurance in your company was due to the fact that it has no fluctuating securities. I found by investigation that its entire assets consisted of first mortgage loans on improved farms—the very best security the world affords and bringing the highest rates of interest. Your company, in my opinion, not only holds the very best class of assets, but the high rate of interest borne by these securities enables it to pay its policy holders higher dividends than any other company, thereby greatly reducing the cost of insurance.

You ought to write any man wanting good insurance and should write his full line if he will only investigate the financial position enjoyed by the Union Central Life Insurance Company.

Yours very truly,

Gentlemen:

We have to ask that in the future you will give us on the back of each daily report a full statement of the occupancy of premises insured so that we may have a more intelligent idea of the character of the risk we are assuming. This applies, of course, only to mercantile and manufacturing risks.

Very truly yours,

[illegible]

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our excellent facilities to teach you by mail. Complete course in Gregg Shorthand, Typewriting, Business English, Office Practice, Dictation, with special instruction in Court Reporting and the work of the Private Secretary. Typewriters furnished. We ship machines to responsible students anywhere in the United States or Canada. Mail the coupon or send postal,—

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Dept. 1345, 800 N. Clark St.,
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Gentlemen: Please send at once, without cost or obligation to me, booklet and literature describing your home-study courses in shorthand, typewriting and secretarial work

Name _____

Address _____

City _____

State _____

If a shorthand writer
give name of system _____

N O W

Address, CHICAGO UNIVERSITY OF COMMERCE

Dept. 1345, 800 N. Clark St., Chicago, U. S. A.

The Gregg Writer

Vol. XV

CHICAGO, MAY 15, 1913

No. 9

How to Organize a Shorthand Club

(Announced page 261, January GREGG WRITER)

The Winners

Four Prizes of \$4 Each

Mr. D. P. McDonald, Buffalo, N. Y.
Miss Hallie Wegel, Fond du Lac, Wis.
Miss Daisy Aldridge, Bowling Green, Ky.
Miss S. Pauline Denton, Plainfield, N. J.

Two Prizes of \$2 Each

Miss Lucy McMechan, London, Ontario, Can.
Ga Em Ka Club, Casper, Wyo.

Honorable Mention

O. G. A. Clan No. 1, Carthage, Mo.
John W. Morgan, Troy, N. Y.

EIGHT papers and constitutions were received in the contest "How to Organize a Shorthand Club." These were carefully examined, and it was evident that the authors had spent a great deal of time and thought upon the work. The judges were unable to agree on one paper as deserving the prize of \$20.00, and therefore a division was made as shown above.

The individual contributors developed one or two features remarkably well, but showed weakness on others. When the constitution was a good one in the ideas presented, it lacked in arrangement, accuracy and neatness. In one instance the sub-heads, "article" and "section," were entirely omitted. These defects were, of course, taken into account by the judges.

Nearly all the contestants spent more time upon the constitutions and by-laws than they did upon the methods of organizing the club. There wasn't a paper that would have served as a complete guide to a novice wishing information on how to go about organizing a shorthand club. Our advice to readers is to take more pains with their grammar and sentence construction. There were some glaring defects in this respect.

There is a fine compliment in an editorial

of *World's Work*, back in 1910, written by Mr. Walter H. Page, the new Ambassador to Great Britain. It bears directly on our subject. "Of all men who write for periodical literature in the United States, the two whose manuscript comes invariably without blemish—neat, clear-cut, brief, precise—are Mr. Chas. W. Eliot, President-emeritus of Harvard University, and Mr. Woodrow Wilson, now Governor of New Jersey." To exercise care in the preparation of all written matter, is to be placed in a very select class of enviable persons. Why spoil your chances of favorable consideration by hurry and carelessness?

The judges decided that since it was not altogether a question of determining the winner or winners in the contest, but also an opportunity to give assistance to others desirous of forming clubs, the most useful and satisfactory thing to do was to make a composite of the papers on "How to Organize a Shorthand Club," and also of the constitutions and by-laws. In making these composites the judges used the best paragraphs submitted on the various necessary parts of a constitution and by-laws. These efforts resulted in a constitution which we believe should serve as a good background for others intending to organize shorthand

clubs. The paper on "How to Organize a Shorthand Club" could have been very much longer and more definite. The judges used the best material sent in, after arranging it in logical order.

We have a few suggestions to make which may be of value. The model constitution provides for a monthly business meeting and this should be sufficient for any club. The social and entertainment meetings can be held weekly, and the programs can be made instructive and interesting. Shorthand and typewriting should form a part of every program, followed by amusements, games, and perhaps refreshments. There is no reason why the club could not arrange to give speed contests in both shorthand and typewriting, offering medals or prizes. When the social feature is the chief part of the program, the club could gather at the home of one of the members. In the summer, the club could hold a picnic, either in the city or at a lake resort nearby. The revenue of the club could be greatly increased by having non-resident members. There will be little difficulty in securing members in and out of town if the club maintains a high standard of instruction and entertainment at its meetings, and makes itself helpful to the members in many ways which local conditions and problems will readily suggest. Stenographers are usually good earners and it ought to be entirely possible for a live club in a good-sized town to get together enough funds to rent a fine room and even to build a small cozy club house in time.

In conclusion, let us add a more personal word about the contributors. The Ga Em Ka Club, of Casper, Wyoming, and "The Gregg Writers' Club" of Plainfield, N. J., are in active existence, the one an exclusive high school organization, and the other a private school club. Miss S. Pauline Denton's story of the ups and downs experienced in getting "The Gregg Writers' Club" started was immensely interesting and full of helpful thoughts. Mr. Lee A. Wolfard, head of the Commercial Department in the Natrona County High School, Casper, Wyoming, told in very vigorous and well-chosen language of the benefits the Ga Em Ka Club is providing for its members. The O. G. A.

Clan No. 1 of Carthage, Mo., whose good work has been referred to in the O. G. A. Department on several occasions, is also a living, moving organization and the history of its formation forwarded by the secretary, Miss M. Faye Rude, is omitted here only because of lack of space. Mr. D. P. McDonald, of Buffalo, N. Y., and Miss Daisy Aldridge, of Bowling Green, Ky., inform us that they are at present engaged in the organization of clubs. They are working along the right lines and we hope they will be exceptionally successful from the start. Miss Hallie Wegel, Fond du Lac, Wis., Miss Lucy McMechan, London, Ont., Canada, and Mr. John W. Morgan, Troy, N. Y., are probably contemplating the formation of clubs in their respective towns, although they have not told us so in that many words.

We shall be very glad to help those who are forming shorthand clubs by answering questions and making suggestions whenever we can do so.

How to Organize a Shorthand Club

[Note: The name in parentheses indicates the authorship of the paragraph. These quotations have been selected from the papers submitted because of their value.]

In forming a shorthand club I would try to start with a nucleus of five at least, better ten, who were real "live wires," that is, I would try to begin a club with those possessing the two great qualifications for success, i. e., interest and enthusiasm.

(McMechan)

After you have created sentiment sufficient to enlist, say, a dozen first-class stenographers, call a meeting. Should you live in a city of considerable size, the newspaper with the proper circulation will be an excellent medium for reaching the stenographers. Nearly all large city newspapers conduct what is commonly known as "Everybody's Column"—and they will gladly print your articles touching upon the organization of a club, and there is no charge for this service. (McDonald)

The names of all the stenographers and shorthand writers should be ascertained, both from the directory and from acquaintances who are stenographers, and a mimeographed letter sent to each. Shorthand students who intend to become ste-

nographers should not be excluded because they have not completed a course in the study. A letter like the following should be sent to each:

Friend Stenographer:

Does social life or club work along educational lines appeal to you? Do you wish to fit yourself for a better position and increase your income?

We propose to organize a stenographers' and shorthand writers' club, and you are urged to join. We need your assistance and efforts to make the club a perfect success. You are aware of the fact that results can be obtained by united effort; that the demand of the individual is unheeded while the co-operation of many is effectual.

The object of the organization is to promote the professional and pecuniary interests of all of its members by establishing a minimum wage scale, to act as an employment bureau for unemployed stenographers, and in general, mutual helpfulness.

Further, to demand sanitary conditions, well-ventilated offices, good light, an eight-hour day and Saturday half holiday.

It is also our intention that the club be of educational value and by bringing the young people together furnish opportunities for social intercourse. We plan for debates, discussions of current events, study along our special line, contests and the awarding of prizes to stimulate interest in our work. We can give dances, entertainments and banquets.

It is a common cause, you need the organization, and the organization needs you. We are equally interested and, therefore, hope that you will respond to the call and support us at our first meeting to be held at the local high school on June 25, 1913, at 7:30 p. m. We extend a cordial welcome to any of your friends who may be interested in shorthand and earnestly desire their attendance.

Yours very truly,

Bessie Smith,
Nellie Gaylord,
Emmet Graham,

Committee for Organization.
(Wegel.)

The next step is the choice of a meeting place. If you are a student of a business college, past or present, try to have the organization meeting take place in that school. The progressive school proprietor will willingly grant you this privilege. Should your organization meeting be small, which is likely to be the case, it could take place in some home. The Y. M. C. A., too, will welcome such a gathering. It is advisable that the first or the organization meeting be well advertised, for the larger the first meeting, the more enthusiasm there will be. (McDonald)

A shorthand teacher or the principal of the school can be asked to open the meeting. After he has stated the purpose of the organization officers can be elected. The presiding officer who opened the meeting or some other speaker who has been asked to speak for the occasion, can then read and explain the constitution, dwelling upon the necessity of organization and the benefits to be derived therefrom. The constitution can then be ratified and signed by all those in favor or approving of it and who wish to become members of the club. The dues can be paid to the treasurer as provided for, at the end of the meeting. (Wegel)

In a small club where the membership does not exceed twenty it would be well if the meetings were held in the homes of the members in turn, if possible, and at the close, refreshments of a simple kind were served. Make it a very strict rule that the meetings will not exceed an hour and a half, say from eight p. m., to nine-thirty p. m., and with the social half hour, the meeting would close at ten p. m., or ten-thirty at the latest.

In planning the actual program of the meeting the very best plan to follow is that of having the individual members take part, say, two or three each evening, as one of the surest essentials of success lies in giving each one something to do. However, variety could be given to the meetings by having at every alternate one, if wished, some outside speaker, such as the principal of the business college, the head of a large business concern, etc., to give talks on various business themes. Occasionally it might be well to arrange to have some well-known or prominent social worker address the club and this occasion could be made a special meeting and outsiders invited. Get the members to be on the watch for articles in any of the current magazines dealing with various economic problems, such as hours of labor, wages, sanitary conditions of factories, etc. Institute a question box as part of the meetings, as some who are too shy to take much open part in the meetings, will do so if they can in a silent way. Get your members to give papers on business subjects and allow time for discussion afterwards. Use the shorthand plates in the Gregg

Writer for a drill. A solo or a recitation would add to the brightness of the evening.

Then at the end of the season have a "grand" closing, either in the form of a social evening or a picnic, depending upon the time when the club decides to discontinue meeting; drop all meetings until the next fall as everyone will go to work much more enthusiastically the next season by having had a rest. (*McMechan*)

We believe in variety. Some of the time is spent in reading in chorus from the shorthand in the *Gregg Writer*, some on repetition dictation at varying rates of speed, some on new and difficult dictation. Occasionally I put some work on the board and the members translate as I write.

Members are requested to bring in a list of the words the outlines for which seem difficult to them. These are discussed and signs agreed upon. The Club is also the proud possessor of a set of Word Sign Cards with which we play solitaire. Books on shorthand form a small library which is at the disposal of members.

The Club is unusually fortunate in having had a room set aside by the Institute for its exclusive use. The House Committee has appropriately decorated the walls with pennants and banners of the school, the typewriter companies, and the Gregg Ovals. (*Denton*)

The Composite Constitution and By-Laws

[Note: The best features of all the Constitutions and By-Laws submitted have been woven into this Constitution, and credit is given to the various authors by printing their names in parentheses at the end of paragraphs.]

Constitution

This organization shall be known as "The Shorthand Society of (your city and state)."

Article I

OBJECTS

Section 1. To unite the better stenographers in (your city) in a movement tending to uplift the profession of stenography.

Sec. 2. To eliminate as far as possible the incompetent stenographer—to assist the competent to a better wage.

Sec. 3. To be of material assistance to the business man in securing thoroughly competent amanuenses, as well as to assist the members of the association to employment.

Sec. 4. To increase the working efficiency of members by dictation classes and lectures, and by having the members acquainted with leading books and periodicals of their profession.

Sec. 5. To investigate and study up-to-date office appliances and to become proficient in their use.

Sec. 6. To combat questionable systems of shorthand and the schools teaching them; to uphold and endorse reliable systems and schools teaching them.

Sec. 7. To make possible social gatherings for the promoting of fellowship and good-will among members, giving the organization the status of a professional club. (*McDonald*)

Sec. 8. To preserve our natural rights and promote our pecuniary interests by using our united efforts to bring about a minimum wage for stenographers, better sanitary conditions, well-ventilated offices and an eight-hour day; to act as an employment bureau for unemployed members; to further the spirit of mutual helpfulness and to raise the standard of life. (*Wegel*)

Article II

MEMBERSHIP

Section 1. Any stenographer proposed by a member who satisfies the Membership Committee that he or she has the qualifications of a high-class amanuensis, shall be entitled to membership in the organization. (*McDonald*)

ENTRANCE FEE

Sec. 2. An initiation fee of 25 cents shall be paid by each new member in addition to the regular dues. (*Denton*)

DUES

Sec. 3. Each member shall pay to the treasurer dues at the rate of 25 cents per month, payable in advance. (*Wegel*)

HONORARY MEMBERS

Sec. 4. Any person of good standing and known reputation in the profession may be elected to honorary membership by a unanimous vote of the active members present at any regular meeting. Such honorary member shall not be liable for any dues to this Club, and therefore has no vote in matters coming before it. (*Aldridge*)

FINES

Sec. 5. A fine of 5 cents shall be imposed upon each member coming late without satisfactory excuse (See by-laws—No. 10.) (*Ga Em Ka Club*)

SUSPENSION

Sec. 6. Any member who absents himself or herself from four meetings of this Club without good cause shall be considered as a non-member. (*McMechan*)

Article III

OFFICERS

The officers of the association shall be:
President
Vice-president

Secretary
Treasurer
Sergeant-at-arms

And the regular term of their office shall be one year.

(O. G. A. Clan No. 1)

DUTIES

Section 1. The President shall preside at all meetings, shall be a member ex-officio of all committees appointed, shall be chairman of the executive committee (hereinafter provided for), and shall perform all such duties as are incident to his office and which are properly required of him.

Sec. 2. The Vice-president, in the absence of the President, shall exercise all the functions of the President and be vested with all his powers.

Sec. 3. The Secretary, on instructions from the President, shall give written notice of all meetings, shall have charge of all papers of the organization, shall keep a record of the minutes and attendance at all business meetings, and shall make such reports and perform such other duties as are incident to the office and which are properly required of that officer by the organization.

Sec. 4. The Treasurer shall have charge of the funds of the society, shall conduct the banking of the association and shall authorize all payments and audit all accounts of the organization; he shall keep the accounts of the association in a book provided for that purpose.

Sec. 5. The Sergeant-at-arms shall preserve order at all times while the Club is in session.

(O. G. A. Clan No. 1)

Article IV

MEETINGS

Section 1. Regular business meetings of the organization shall be held on the last Tuesday of each month at 8:30 p. m., the place of meeting to be designated by the President. In case this date should fall on a holiday the President has the power of naming the date to be substituted.

SPECIAL MEETINGS

Sec. 2. The President alone shall have the power of calling extra or special association business meetings; but the head of each committee may have the power to call meetings of his committee, at which committee meeting business may be transacted.

(McDonald)

QUORUM

Sec. 3. A quorum shall consist of two-thirds of the members in good standing.

(O. G. A. Clan No. 1)

ORDER OF BUSINESS

Sec. 4. The order of business at each meeting shall be:

1. Roll call
2. Reading of minutes
3. Special business, referred matters, etc.
4. Reports of committees

5. Unfinished business
6. New business
7. Adjournment

(McDonald)

Article V

COMMITTEES

Section 1. The President shall have the power to appoint all regular and special committees.

Sec. 2. Each committee shall promptly and thoroughly perform all tasks assigned to it.

Sec. 3. The first member named upon a committee shall be the chairman, whose duty it shall be to see that the committee accomplishes the purposes for which it was appointed; he shall make reports to the President at each meeting.

Sec. 4. The standing committees of the organization shall be:

- An executive committee
- A membership committee
- A rules committee
- A social committee
- An educational committee
- An investigation committee
- A press committee
- A financial committee

Sec. 5. The executive committee shall comprise all the officers of the association and the chairman of each of the other standing committees.

Sec. 6. The executive committee shall have power to transact all business of the association and direct its affairs in general.

Sec. 7. The rules committee shall draw up all rules to be adopted by the organization, and shall suggest the advisability of making changes in this Constitution and By-Laws.

Sec. 8. The membership committee shall have in hand the work of securing new members and passing upon the eligibility of proposed members.

Sec. 9. The social committee shall have charge of the social activities of the organization.

Sec. 10. The educational committee shall have charge of all matters pertaining to the educational advantages offered by the organization.

Sec. 11. The employment committee shall have charge of the employment bureau.

Sec. 12. The investigation committee shall investigate such systems of shorthand and such shorthand schools as any five members may question, as to reliability, and attend to any other business referred to it by the President.

Sec. 13. The press committee shall have charge of the publicity and advertising of the organization.

Sec. 14. The financial committee shall make it its duty to look after the financial matters of the organization and shall act as a board of trustees.

RELATION OF COMMITTEES

Sec. 15. All committees shall be subservient to the executive committee and shall report to it at each regular meeting.

(McDonald)

Article VI

AMENDMENTS

Any proposed amendment shall be submitted in writing, and shall not be acted upon until the next meeting. A three-fourths vote shall be required to adopt any amendment.

(Wegel)

Article VII

RULES OF ORDER

Roberts' Rules of Order shall govern all meetings.

(McDonald)

Article VIII

COMPLAINTS AND CHARGES

Sec. 1. Charges may be preferred against any member of the Club for dishonorable or unprofessional conduct, or conduct unbecoming a lady or a gentleman, but such charges must be in writing, specifying fully the matter complained of, and signed by the person or persons making the same.

Sec. 2. Upon the presentation of charges against any member, it shall be the duty of the President to appoint a committee of three to investigate such charge, and report thereon at the next regular meeting of the Club.

Sec. 3. It shall be the duty of said investigating committee to acquaint the accused member with the charges, together with a notice of the time and place of hearing.

Sec. 4. Any member found guilty of dishonest, dishonorable or unprofessional conduct by the investigating committee may be suspended or expelled by a vote of three-fourths of the active members present at the meeting at which said report is made.

(Aldridge)

By-Laws

1. Before becoming members applicants must ratify and sign the Constitution.

2. A three-fourths vote of all members present shall authorize all expenditures.

(Wegel)

3. All committees elected or nominated for such purpose shall submit reports to the Club which shall take final action upon them.

4. Members shall be suspended if absent from three consecutive meetings.

(O. G. A. Claw No. 1)

5. Important measures brought before the Club shall be discussed at at least two meetings before being voted upon.

(Wegel)

6. Each member shall be a subscriber to some current shorthand magazine and there shall be at least three different magazines in circulation in the club.

(Ga Em Ka Club)

7. If the dues remain unpaid for six months the secretary shall report the fact to the executive committee, who may, after due notice to the member in arrears, direct that the name of the member be stricken from the roll.

(Aldridge)

8. The President shall have the power to appoint all regular and special committees.

9. Money collected for dues shall be used only for the business and educational purposes of the Club and shall not be used for social purposes.

(McDonald)

10. Any member absent from a regular meeting shall be assessed five cents.

(Denton)

11. The money belonging to the Club in the hands of the Treasurer shall be kept on deposit in the First National Bank of this city.

(Wegel)



Gregg Writer in India

THROUGH the courtesy of Mr. D. L. Musselman, president of the Gem City Business College, Quincy, Ill., we are able to present a photo-cut of Miss Minnie Moyser, a Gregg writer who is a native of India.

Miss Moyser came to this country, first taking a thorough drill in English and the elementary studies in a Girls' Preparatory School, following which

she attended the Gem City Business College, where she studied all the commercial subjects, including Gregg Shorthand. Upon graduating she returned to her native land in India. She is now teaching in the Mission School at Belgaum, India.

We are glad to give this interesting news item to our readers, all of whom will join us in wishing Miss Moyser continued success.

MISS MINNIE MOYSER

The Learner and His Problems

A Department of Hints and Helps for the Learner and Others. Conducted by John R. Gregg, 1123 Broadway, New York City, to whom all communications relating to this department should be addressed.

The Difference Between Theory and Practice

By Rupert P. SoRelle

THE principles of shorthand, like food, are valuable only if assimilated. It is easy to read the suggestions given in this department, and think that because you understand them they are yours—and that you will remember them and apply them unhesitatingly whenever the occasion demands! But that is far from being true. Even if you had the most remarkable sort of memory and were able to memorize every word written here, the knowledge would be of very little *practical* use to you.

Shorthand is practical only if *used*. That this fact is true can be demonstrated by a very simple illustration: You go to the play, the church, or a lecture. You hear some particularly striking thought beautifully expressed or some fascinating combination of words that you want to preserve. You make a mental note of it and say "I'll remember that"—and you do make an earnest attempt at it. Then when you are at home you try to recall the words. The impression has faded. You can remember the substance, perhaps, but the *exact wording* is lost to you.

Again, some word you encounter in reading wins you by its appropriateness, its beauty, its strangeness, or some other quality, and you determine forthwith to remember it, to look it up in the dictionary—add it to your working vocabulary. But when you are at home again and try to recall it, the word has passed from memory, and left only a regret.

Theory and Practice Distinguished

Suppose you had written the word or sentence down in your note book, and at your spare moments had studied it, used it in various combinations, had burned it

into your memory by using it again and again. Then you really would have accomplished something, and your purpose and energy would not have been dissipated in futile intention.

Expertness in shorthand, like all other practical arts, consists of much more *doing* than *knowing*. Theory, of course, is necessary; it is the foundation, but practice is the superstructure.

Practice the Result-Producer

This is all introductory to the very simple proposition, that if you want to write shorthand well—acquire the *style* that will entitle you to O. G. A. distinction, and the practical application that will give you a worth-while pay envelope—some very real, straight-from-the-shoulder, hard-hitting execution must accompany your "intention" and the theory that you can easily pick up at one reading.

The principles of the system and the points in execution are really very few in number. They are readily understood, and can be learned in a remarkably short time. In order to obtain skill in their use, however, judgment in applying the elements in actual work must be developed *through plenty of practice*. The brain and hand must be trained to work in unison. The elementary principles of execution already explained, if practiced properly, will carry you a long way on the road to executional skill. But to do this they must become thoroughly a part of your working organization. Thoroughness is of supreme importance, because a principle indifferently learned is a cause of hesitation. And hesitation is fatal to shorthand speed progress.

Names of Railroads—I

[Reprinted by Request.]

| | | |
|----|-------------------|--|
| g | A. T. & S. F. | Atchison, Topeka & Santa Fe Ry. |
| 6 | B. & O. | Baltimore & Ohio R. R. |
| 6 | B. & A. | Boston & Albany R. R. |
| f | B. & M. | Boston & Maine R. R. |
| c- | C. N. | Canadian Northern Ry. |
| cl | C. P. | Canadian Pacific Ry. |
| cy | C. of G. | Central of Georgia Ry. |
| z | C. R. R. of N. J. | Central Railroad of New Jersey. |
| o) | C. V. | Central Vermont Ry. |
| cc | C. & O. | Chesapeake & Ohio Ry. |
| co | C. & A. | Chicago & Alton R. R. |
| ch | C. & N. W. | Chicago & North-Western Ry. |
| 5 | C. B. & Q. | Chicago, Burlington & Quincy R. R. |
| ch | C. G. W. | Chicago Great Western Ry. |
| h | C. M. & St. P. | Chicago, Milwaukee & St. Paul Ry. |
| g | C. R. I. & P. | Chicago, Rock Island & Pacific Ry. |
| cl | C. C. C. & St. L. | Cleveland, Cin'ti, Chicago & St. Louis Ry. |
| h | D. L. & W. | Delaware, Lackawanna & Western R. R. |
| h | G. T. | Grand Trunk Ry. |
| h | G. N. | Great Northern Ry. |
| h | G. W. | Great Western Ry. |
| eo | I. C. | Illinois Central R. R. |

Getting Out of the Rut

But there is another side to this question of thoroughness. By too much conscientiousness in following suggestions, too strict adherence to the constant pressure for accuracy of detail, you may get caught in the meshes of servility, and be afraid to try to execute a single outline without consulting the dictionary, your teacher, your friends, your relatives and acquaintances. Initiative will disappear. You will approach the execution of the simplest word with the trepidation of an ugly and sensitive man facing a camera.

This idea of the necessity at times of throwing off the restraining hand of inertia has been beautifully expressed by George Herbert Palmer in his monograph on "Self-Cultivation in English." He says: "There is something enervating in conscious care. Necessary as it is in shaping our purposes, if allowed to direct and exclusively control consciousness, it breeds hesitation and feebleness. Action is not excellent, at least, until spontaneous. In piano-playing we begin by picking out each separate note; but we do not call the result music until we play our notes by the hand, heedless of how each is formed. And so it is everywhere. Consciously selective conduct is elementary and inferior." Do you see the application to shorthand writing?

If one waits until he has mastered every detail of shorthand, knows every phrase and has reduced it to the utmost refinement of principle and technique, and does nothing in the way of *practical* writing, he will delay that pleasure a long time. Not that all these features of writing are in themselves difficult to learn, but to get a working command of them requires time and much practice.

How Self-Reliance Helps

Hence in the learning of the principles of execution it is a valuable and necessary training at times to *abandon yourself to the utmost freedom of movement and action*, just letting the forms come as they will, unconsciously, unrestrained. This is needed to relieve you from the tension of rule, to give both brain and hand buoyancy, flexibility, and the joy of freedom. But it does not mean that you should allow

yourself to write shorthand that looks like a Cubist picture of "A Gentleman Eating Spaghetti." Your writing should still bear some little resemblance to law and order. If your "conscious" training, however, has been of the right kind, there will be no difficulty in this respect because the muscles will have been trained to respond accurately to the proper stimuli. You should consider work of this nature rather more in the nature of an adventure, a change in methods—a straying away from the beaten paths for the sake of variety, for the purpose of testing your own strength—than as an order of *regular* practice. It is necessary at times to remove restraint in order that you may feel that you are independent—that you may exercise your own judgment under pressure in dealing with new problems.

It is well to remember, however, that any outline you write, whether right or wrong, leaves a certain permanent impression, and it is advisable, of course, to avoid as much as possible any kind of repetition work that involves poor construction or imperfect execution.
























The Patron Saint of Stenography

ELEVEN hundred stenographers of various nationalities have sent a petition to the Pope asking that St. Genesius of Arles be nominated as the patron saint of their profession. The latest news we have seen was to the effect that the Pope was giving the petition careful consideration, but the illness of His Holiness may delay final consideration indefinitely.

We learn, from the newspaper accounts, that St. Genesius was a secretary in the service of the city of Arles. The Emperor Maximianus Hercules in the year 308 issued an edict against the Christians, and it appears that the cities coming under Roman dominion had to record all edicts of the rulers. St. Genesius, in this instance, refused to transcribe the Emperor's edict against his own people, and in consequence suffered martyrdom.

Names of Railroads—II

[Reprinted by Request.]

| | | |
|---|-------------------|---------------------------------------|
|  | L. S. & M. S. | Lake Shore & Michigan Southern Ry. |
|  | L. E. & W. | Lake Erie & Western R. R. |
|  | L. & N. E. | Lehigh & New England R. R. |
|  | L. V. | Lehigh Valley Ry. |
|  | L. I. | Long Island R. R. |
|  | L. & N. | Louisville & Nashville R. R. |
|  | M. C. | Michigan Central R. R. |
|  | M. K. & T. | Missouri, Kansas & Texas Ry. |
|  | M. P. | Missouri Pacific Ry. |
|  | M. & O. | Mobile & Ohio R. R. |
|  | N. Y. C. & H. R. | New York Central & Hudson River R. R. |
|  | N. Y., N. H. & H. | New York, New Haven & Hartford R. R. |
|  | N. P. | Northern Pacific Ry. |
|  | P. M. | Pere Marquette R. R. |
|  | P. & R. | Philadelphia & Reading Ry. |
|  | Q. O. & K. C. | Quincy, Omaha & Kansas City R. R. |
|  | S. P. | Southern Pacific Ry. |
|  | T. & P. | Texas & Pacific R. R. |
|  | U. P. | Union Pacific Ry. |
|  | W. C. | Wisconsin Central Ry. |
|  | Y. & M. V. | Yazoo & Mississippi Valley R. R. |

The Gregg Shorthand Association

SILVER JUBILEE CONVENTION

Twenty-fifth Anniversary of Gregg Shorthand

Convention: August 11-15, 1913, Hotel La Salle, Chicago

Our Slogan: 2,500 Members.

Our Object: The mutual advancement of our members.

Our Goal: The perfection of Gregg Shorthand writing throughout the world; therefore,
The perfection of the highest standards in shorthand writing.

A Letter from Miss Pearl A. Power,
Secretary

TO Old Friends and New, Greeting!
It is a pleasure to again be in direct touch with the Gregg Shorthand Association. This year it is a distinct privilege, for do we not celebrate the twenty-fifth anniversary of the publication of Gregg Shorthand, and are we not to have a Silver Jubilee meeting at our August convention? For us, therefore, no matter how arduous the task, it is a work of joy, for it means that the Gregg Shorthand Association, at its meeting in August, will, we hope, register more members than any other shorthand association in the world; very nearly more than all others combined. Is not that a distinction worth working for?

Three months is a very short time in which to accomplish a 2,500-membership roll, especially when the officers of the Association have not more than six evenings a week and one full day to devote to Association matters. Can you imagine what work it means to write to over two thousand schools teaching Gregg Shorthand in this country alone; that is, to write personal letters to their teachers, encouraging them to interest their students and graduates in our Association? That is what the officers of the Association have planned to do in their campaign for a representative membership, and that is what they will have to do unless our writers voluntarily join us. Moreover, it is the least we can do, as a testimonial to Mr. Gregg, in return for what he has done for each of us personally, and above all, for the great cause of shorthand progress.

Let us consider for a moment, and as a thinking student you must feel a sense of personal pride in the achievements which Gregg Shorthand has made against the severest obstacles for years.

Do you realize what opportunities await you as a writer of Gregg Shorthand? If you do not, it is because you are not keeping in touch with the movements of our expert writers whose achievements have astonished the entire shorthand world. And these writers once began as students of shorthand writing, even as you began! We who have written Gregg Shorthand for many years, who formerly wrote the older style, knew long ago that Gregg Shorthand was capable of all this, but it has been a difficult matter to stem the tide of prejudice. Our recent public records, however, unassailable as they are, have vindicated all the claims made for Gregg Shorthand, and have demonstrated beyond question the great superiority of Gregg Shorthand over every other system of shorthand writing in use to-day.

Do you not feel that it is a privilege to be identified with an Association representing such a system of shorthand writing?

And as yet, Gregg Shorthand is but twenty-five years old. What will it not have achieved by the close of fifty years? It will then be in almost universal use.

I am quite certain, therefore, that when this magazine is circulated, and our aspiring writers have had a chance to reflect on what this year means in the history of shorthand, and to them personally, I shall be the recipient of all the memberships we need. How gratifying that would be!

If we are to reach the 2,500-membership mark, however, our plan of obtaining members must be simplified as much as possible. It would not be such a difficult task after all if each of our good friends would contribute just his little share of co-operation. But it is of no use to send out letters if our writers do not respond to them. We feel, though, that they will respond—almost all of them; and it is just as easy to

do so now as it is to wait until later. Gregg writers are generally very enthusiastic and very loyal, and what is better still, their interest does not flag as the years go by, as many letters from our earliest writers will testify.

Would it not please you to know that you, each of you, with but little effort, may be instrumental in making the Gregg Shorthand Association what we desire it to be, and what it should be, considering the system it represents? And do you not consider it a privilege to be of some little help—this year above all others? I am quite sure you do.

Let us see what may be done. Two thousand five hundred members means:

One member from every school in this country teaching the system; or, five members from each of 500 of our loyal friends; or ten members from each of 250 schools (and we have nearly ten times that many schools).

Between now and convention time there will be but three issues of the magazine, including this issue. We shall have to work fast.

Is there a Gregg shorthand teacher who can afford not to be a member of the G. S. A.? Does not every shorthand teacher need to be in close touch with an association which concerns his or her work so vitally? Aside from this, it gives prestige to every shorthand teacher which none can afford to be without, in this age of competition among business schools.

Is there a shorthand school using the system that can afford not to be represented in the National Association? In an enthusiastic school of from 50 to 200 students, it would seem an easy matter to obtain at least ten members, but if for any reason this is not possible, yourself and one other member would be well worth while.

Is there a writer of Gregg Shorthand who can afford not to belong to this Association? As sure as you are a writer of Gregg Shorthand and are ambitious and persevering, you will eventually find yourself at whatever goal you covet, *if you desire it that much*. It lies with you to persevere.

We think we have said all that is necessary in this matter. The fee of one dollar

entitles each member to a copy of the printed proceedings of the convention when issued. It also entitles him this year to have his name inscribed on the Silver Jubilee Roll of Gregg Shorthand writers. Just what form this Roll will assume, we have not decided, but we would like to have the name of *every writer of Gregg Shorthand* on the list. It will be presented to Mr. Gregg as a fitting remembrance of the occasion.

Hotel Accommodations

Just a word as to hotel accommodations. We have made arrangements with the management of the Hotel LaSalle, one of the finest hotels in Chicago. The rates will be \$2.00 per day, with bath, single rooms. Suites of two rooms each with one large connecting bath, one person in each room, \$4.00, or \$2.00 a person; four persons in each suite, \$6.00, or \$1.50 each; three persons in each suite, \$5.00. The meetings will be held in the Grand Ball Room, nineteenth floor, 9:30 a. m. to 4:30 p. m., each day; and the banquet will be in the Red Room. (Signed) PEARL A. POWER.



Words of Good Cheer from Our Members

"I hope that great interest will be manifested and that the expected 2,500 members will be anxiously awaiting the next meeting of the Association. I am sure I will try to do my 'little mite.' . . . Knowing that great assistance will be given me through the Association," etc.—*Bertha B. Johnson, Wilkes-Barre, Pa.*

* * *

"I am a devout Greggite and should like to be in close touch with the live wires of our Great System and take an active part in the promotion of its popularity."—*Chas. Grapek, East Aurora, N. Y.* (C/o Elbert Hubbard.)

"I have just read of the Silver Jubilee of Gregg Shorthand. I may not be able to attend the Jubilee Meeting, but certainly want to be on the Silver Jubilee Roll. I have been teaching Gregg Shorthand since September, 1896—long enough to know its merits and its superiority over the position systems. Hoping the Committee will meet with a generous response from the teachers and writers of the system, and with kindest personal regards. . . ."—*Emma Duncan, Syracuse, N. Y.*

"Herewith find enclosed \$8.00 for eight memberships to the G. S. A. I expect to have more to send in soon."—*Geo. H. Zimpfer, Milwaukee, Wis.*

"The enclosed is in payment of my dues for membership in the G. S. A. I assure you that my tardy remittance is not an indication of indifference toward the Association and I trust this enclosure will not be too late. I hope to attend the convention. . . ."—*M. Gertrude Willey, Burlington, Iowa.*

* * *

"I trust we shall be able to have a worthy celebration of the Silver Jubilee. . . . I am contemplating attending another convention the same month and do not want to arrange for anything which will conflict with the Gregg convention, as I expect to be there."—*Amy Park, Terre Haute, Ind.*

* * *

"I hope we have a great meeting this summer. I think I shall be able to send other members by next month. All my pupils are interested and wish to join if they can."—*Clyde Blanchard, Ottumwa, Iowa.*

* * *

"It will give me great pleasure to be one of you on the Jubilee Roll. I am sorry I have not been able to induce anyone else to join, as yet, but I expect to be able to do so. I sincerely hope the slogan of the Association, 2,500 members, will be realized. The System certainly deserves this recognition. I am still as much interested in Gregg Shorthand as ever, and will be glad to hear from you any time you can drop me a line. I expect, however, it is out of the question just now, as the affairs of the Association must keep you very busy. With kindest regards and best wishes for your continued success, and that of the Association and all its members. . . ."—*E. F. MacGillivray, Kenora, Ontario, Canada.*

[N. B.—Mr. MacGillivray is one of our oldest writers, having studied Gregg Shorthand some eight or ten years ago. The interest he has so continuously manifested in Gregg Shorthand and all things pertaining to it, and by one so far from the center of its activity, is encouraging, indeed, and should be an incentive to more recent writers of the system.]

* * *

"I expect to be able to obtain more members for you in the near future, and feel sure that your efforts will be crowned with success."—*Jos. A. Bowers, Pittsburgh, Pa.*

* * *

"A dollar herewith, membership fee. Sorry so late, but we in England do not get our *Writer* until end of each month of issue, unfortunately. I am delighted you are moving to recognize the Silver Jubilee of Gregg. Gregg is a name that is going to stand for much in the near future."—*Wm. H. Ward, Manchester, England.*

* * *

"Of course I want to have a part in the coming shorthand convention and celebration; so I enclose a one dollar bill for my membership fee in the greatest shorthand association in the world. With best wishes for the success of the celebration, I am, very truly yours."—*Mary E. Lathrop, Waupun, Wisconsin.*

To My Fellow "Greggites"

(An interesting letter from one of the members of the Executive Committee of the G. S. A.)

Are you "boosting" the Gregg Shorthand Association? Memphis shorthand teachers are planning to go in a body. Why not other cities fall in line and adopt this plan?

Are you planning to be one of the enthusiastic crowd which meets at Chicago the 11th of August? A great program is being arranged. It will be both interesting and instructive. Aside from the program, it will be well worth your time and money to receive the inspiration which always comes from such meetings. The leaders of our profession will be there. It will be good to get acquainted with them. To rise in any profession, it is necessary to get acquainted with those at the top. Many a precious jewel has been left in the rough, because it was not discovered by an expert. Come out and get acquainted.

Be a "booster" for your profession and your system. We are in one of the greatest fields of any class of people in the world. We have only to cultivate the soil. The way to cultivate the soil is to associate ideas, to concentrate thoughts and energies, and to fill them with enthusiasm. If you have achieved any measure of success, come out and let the world know it. Had Mr. Gregg remained silent at home, where would our great system have been to-day? If you remain at home, where will you be to-morrow?

If it is impossible for you to attend the Association, send in your membership fee of one dollar, at once, and you will receive a printed copy of the proceedings. This will be worth many times the money.

Very respectfully,

J. M. WATTERS,

Member Executive Committee.



New N. S. R. A. Contest Rule

The last sentence of paragraph 23 of the rules governing the speed contest has been changed to read as follows:

"Choice of position at tables will be decided by lot."

J. E. FULLER, Sec. Contest Committee.

THE "Order of Gregg Artists"

is a clan composed of artistic writers of the system, which has for its object the development of artistry in writing. This department is the official spokesman of the clan. Conducted by Alice L. Rinne, O. G. A., 32 S. Wabash Avenue, Chicago, to whom all communications relating to this department should be addressed.



HOW TO BECOME A MEMBER OF THE O. G. A.: Make two copies of the article "O. G. A. Test" in your very best shorthand. Send one copy to the editor of this department, the other retain for comparison with the shorthand "plate" which will appear in the July issue. If your copy possesses the necessary artistic qualities, you will be awarded an "O. G. A." certificate, and your name will appear in the published list of members. An examination fee of twenty-five cents must accompany your test. A test is good only until the 15th of the month following date of publication.

The O. G. A. is a select company of artists, and membership is granted only to those whose notes show unquestionable artistic merit. It is worth your while to try for membership. You may not succeed the first time you try, because the standard is very high. But you will not know until you do try.

The emblem of the clan is a triangle enclosing the characters O. G. A. The left side of the triangle stands for "theory," the right side for "accuracy" and the base for "beauty"—the three qualities that go to make up artistic writing.

AND still the papers come pouring in! But oh, readers, how many good things we are finding out about you! And what good things we are accomplishing. Just listen to this—the indomitable spirit of it:

I am enclosing postoffice money order for \$1.25, also O. G. A. tests for five of my students. I hope they will merit your approval.

We have not been able to have school since the 24th of the month, as our little town was flooded, and it has greatly interfered with our work. I had hoped to have many more to send in this week, but will try to get them in before the contest closes.

The writer of this, Miss Hodges of Massillon, Ohio, it will be remembered, is president of Local Order No. 5. Evidently those Massillon people are interested in enlarging their club, and even floods can't stop them!

Miss Edna P. Ames of the Bloom Township High School, Chicago Heights, Ill.,

sends us a good letter which we believe will show you what she thinks of the O. G. A. Department:

Enclosed find \$1.25 and five copies of the O. G. A. test for March, my own, and those of four of my pupils. One of the class, Arthur Abrendt, has been a member of the O. G. A. for some time. The others have promised to send in their own papers, and we are hoping the work of the entire class will meet with your approval, so that all may have the honor of becoming members of the O. G. A.

I will appreciate any criticisms you may see fit to make on their work (or my own!).

Now, Miss Ames, write us about that Local Order. We want to know what you can do in this direction.

Miss Mabel E. Angus of the Utica School of Commerce, Utica, N. Y., never fails us; hence, we felt no surprise upon receipt of her letter, which reads:

Enclosed find check for \$2.25 for nine copies of O. G. A. test in March *Gregg Writer*, which I am sending you in separate package, my own included.

I must say that considerable interest has been aroused through this test, and I hope by next month to add several new names to our list.

I trust you will find time to criticize freely, as the students are anxiously awaiting results from headquarters.

Aside from calling attention to a review of the wordsigns and the vocabulary, I have rendered no assistance other than a request to reduce the size of their notes. No doubt you will find some errors; but I have emphasized very strongly the importance of self-reliance in these tests and I am confident that they will gladly welcome any criticism (as well as the O. G. A. Certificate, if merited).

With best wishes for the furtherance of the O. G. A. clan, I am,

The Local Order Idea

Little did Mr. Rude, of the Rude Bros. Business College, Carthage, Mo., think what a splendid idea he started when he wrote us that he and his students were desirous of organizing a Local Order of their own. From his first letter, which we quoted in the February Department,

have grown seven large clubs, all hingeing, of course, on the one great Order!

Now, we mean by "seven large clubs" that this number of clans has been organized and assigned numbers. So many other teachers have sent us papers from several of their students, together with the information that they expect to organize a club of this nature, that we want to urge you all to write us just as soon as you have had your first meeting and elected officers. The seven clubs organized up to date, together with the names of the teachers who commenced the work of organization, are as follows:

Local Order No. 1, Carthage, Mo.; Mr. W. Rude.

Local Order No. 2, Ottumwa, Iowa; Mr. Clyde I. Blanchard.

Local Order No. 3, Portsmouth, Ohio; Mr. J. F. Yenner.

Local Order No. 4, Bucyrus, Ohio; Miss Nellie L. Nusser.

Local Order No. 5, Massillon, Ohio; Miss Ida L. Hodges.

Local Order No. 6, Joplin, Mo.; Mr. C. C. Carter.

Local Order No. 7, Broken Bow, Nebr.; Mr. Cyril J. Shaw.

Local Orders Assigned Numbers

As you form your clubs you will be given numbers and added to our list with a complete record card of the officers elected, etc. You see, we are going to keep on file every bit of information about you that we can get. We want to know what you are doing, and we want to learn of the success attending your efforts.

We are looking forward to hearing about the formation of a Local Order in the West High School, Minneapolis, Minn., Mr. L. O. Cummins, merely because you write us that your students are very much interested in the Order and that you expect to send us some papers from your classes. Don't forget us—and we promise, in turn, not to forget you when you get started on the work.

This interesting letter from Mr. Roland M. Frost of Lincoln, Nebr., is the kind we like:

Enclosed you will find twenty-five cents to cover the examination fee for the O. G. A. Certificate. I have been contemplating this attempt for some time, but desired to become

more proficient before submitting a test plate. I am talking the O. G. A. strongly here, especially among the teachers and those who recently received Teachers' Certificates, as I think it is a good movement and will assist not only Miss Beers in her work, but will be an incentive to all writers of Gregg Shorthand to guard their notes. So many students are near-artists and never become so because they lack that little added stimulus of co-operation and appreciation which your Order supplies.

Hoping the plates will meet with your approval and that I may be of future service to you in forwarding this movement in my teaching, I remain,

Mr. Frost's name, it will be remembered, was given in the March *Gregg Writer* as one of those to whom the Teachers' Certificate was recently awarded. He took his work under that capable instructor, Miss Gertrude Beers, who has trained many a splendid teacher for us. Only today our examination department received a letter from Miss Beers with the request that we mail her immediately fifteen sets of examination questions, as she wished to give the test to her students in a few days. That shows the results Miss Beers accomplishes. The examination for our Teachers' Certificate is now given by mail, as announced in a recent number of the magazine. If there are any of you who don't feel confident enough to take the examination, why not take advantage of the help to be derived from submitting your tests to the O. G. A. Department?

Here are prospects for a large Local Order! Mr. Loyd G. Millisor, of the Newark (Ohio) High School, writes:

Enclosed you will find copy for O. G. A. test, and the fee, twenty-five cents.

I am teaching the system for the first time this year and enjoy it very much. I have a class of forty. Several of my pupils are planning to send in work this week or next; this is vacation week.

I studied the system through the Company's Correspondence Course to teachers, having finished the work about four years ago.

Hoping the enclosed will pass the test, I am,

When you bring up the "Local Order" idea as a stimulus we are sure, Mr. Millisor, that every one of your students will want to try for the Certificate. We are doing everything we can, you know, to make things interesting for you in the way of symbolic emblems and cuts for your letterheads, and so on. A comparatively large number of orders for cuts for letter-

head purposes have come in since our announcement in the last number. Such things convince us of the worth of our ideas in this direction.

We were glad to receive a club of eleven papers from our loyal friend, Miss Cora M. Pryor, of the High School, Bloomington, Ill. She writes that her students enjoyed doing this work, and sends us the information that others will try on next month's test!

Thank you, Brother Mathias, for the interest and enthusiasm displayed in your letter of April 3. It was a pleasure to receive the eight tests enclosed and you and your students will hear from us in a short time—and we expect to be able to enclose a Certificate for each of them!

Brother Mathias didn't write very confidently, but we should like to show you a few samples of the splendid work done under his direction. His letter is, in part:

No doubt you are surprised at the temerity displayed by us in trying for an O. G. A. Certificate. But there is no harm in trying. Enclosed you will find twenty-five cents for each paper sent for your inspection. I told the boys to write both the longhand and shorthand so you would not have too much trouble in deciphering their hieroglyphics.

In comparing my own attempt with theirs you can see that each one did his work without assistance from me. I notice that one of them has some original phrasing. While it would be a great pleasure for the class if one or the other were to receive the coveted Certificate, we humbly leave that to your judgment. If we don't succeed, we will try again. Should there be any other conditions to be complied with in order to obtain entrance to your Order of Gregg Artists, please let me know.

It is too bad that the applicants went to so much work in writing out the longhand. Of course we have plenty of copies of the test on hand; hence, such extra work is wholly unnecessary, but we appreciate the spirit that prompted it.

A Word of Explanation

As we have tried to tell you before, this is your department. We try to make it *yours* by quoting from your letters, by answering your queries, by taking up your problems with you, and so on; but please don't be offended if we seem to neglect you by apparently ignoring your letter or what you say. It isn't that. It is just the old cry of too little space. We could fill up a whole issue of the magazine

nearly every month with the fine letters sent us.

Brickbats and Bouquets

There aren't many blushes visible as we acknowledge to you that there are many, many bouquets and very few brickbats! Just let us tell you a little of the appreciation shown in our daily mail.

Mr. T. Leroy Coultas of Lewiston, Idaho, says:

Yours of the 7th enclosing Certificate of Membership in the O. G. A. received.

I assure you that I appreciate having gained the distinction. I have followed the movements of the organization closely from its beginning, and was delightfully surprised to find my first contribution acceptable.

As yet I have not tried to organize the Local Order Idea in my department, but have called attention to the O. G. A. Department of the magazine. Perhaps with my own membership as an inspiration, I can now take the matter up to a successful issue, and shall certainly take advantage of your offer to assist if its promotion does not materialize as I think it should.

Wishing the Department every success, I remain,

Doesn't this letter from Mr. Noel Dauphinais of Winnipeg, Man., make you impatient for *your* Certificate? Well, you can find out how to win one by reading the heading of the Department!

It is with feelings of the utmost delightfulness and gratefulness that I acknowledge receipt of your letter of April 11, including the "so desired Certificate" of membership in the O. G. A.

It is quite tasty and distinctive in its presentation, and I shall be proud to avail myself of the honors and privileges it confers upon its holders.

Miss Emma Duncan of the Syracuse Commercial School, Syracuse, N. Y., writes a nice little tribute:

Your kind letter enclosing card of membership to the O. G. A. is received. Thank you, Miss Rinne, for your prompt attention to my request, and I heartily agree with you that it is well worth waiting for.

Remember that splendid letter given in the Department last month from Miss Nina N. O'Mealey of Saltfork, Okla.? Listen to what she has to say in reply to our remarks:

I am in receipt of my O. G. A. Certificate and this month's *Writer*. I am certainly pleased with the Certificate and wish to thank you for it.

I trust that my letter of February 24 did not convey the idea that I would for a moment

check the enthusiasm of anyone. At the time the letter was written, I had in mind some students of the system who needed a few words of encouragement. As it has called forth your remarks, those remarks may be the means of enabling the student and especially the self-taught student to realize and to appreciate more fully the value of the *Writer*. If those remarks accomplish this, your labor has not been in vain. Your Department makes me think that one is not a full-grown Greggite until he has reached the O. G. A. height. He can reach this height if he will bask in the sunshine of Gregg theory, feast on practice, practice, practice, and drink the enthusiasm of the *Gregg Writer*.

Yes, I shall not forget the pin and a little later shall order one.

A Word of Advice

Just one thing: Every day we receive a letter or two saying that the writers are aware that their tests are late, but that they hope we will take their papers into consideration because their magazines do not reach them until after the 15th of the month. Listen! Your papers are received and accepted until the 15th of the month *following* the date of publication. Sometimes when the magazine is a little late in going to press we are able to list names even later than that. Your papers will *always* receive consideration if sent in before you have had any possible chance of comparing them with the plate which appears in the next number of the magazine. And, of course, you wouldn't do that! Then, remember further, that your papers don't come up for consideration until the 15th of the month, and that no attempt to send the Certificates or make any announcements is made until the list is made up for publication and the magazine well on its way to the press! We want your complaints, of course, if you don't receive your cards or if you don't hear from us, but we do ask that you wait a reasonable length of time before writing us. Just think! Three hundred papers received on the February test! Why, we are still sending out Certificates on those papers. And now to begin on the March!

A word or two to our foreign readers would perhaps not come in amiss at this time. Your papers are received, but not very often in time to be examined with the current test. But do not let that discourage you. Just send them along and be sure that your names will appear in a later issue.

The O. G. A. Test

Mirage

[If you need drill on the ready formation of new and difficult outlines, submit this "copy" for correction. Perhaps we can aid you with our suggestions.—*Editor*.]

There is no word in our vocabulary which presents a broader field for conjecture than this enigmatical term, representing, as it does, one of the oldest and most perplexing phenomena of nature. That the mirage of Sahara, for instance, is produced by certain atmospheric conditions is well known, but exactly what these conditions are, and what they present to the eye, are by no means perfectly clear.

Encyclopedias are vague in the analysis of the problem; they assume that distant cities or remote oases are thus seen reflected upon the heavens. This, however, cannot always be satisfactorily sustained, because the visions observed by travelers do not conform invariably with topographical facts as they exist; in fact, the delineations have usually been of too phantasmagorical a character to be accounted for in this way. Metaphysical science recognizes laws which seem to solve the question more definitely and more lucidly than any hitherto adduced. It maintains that impressions of everything that transpires on the planet are projected upon its atmosphere as impressions are cast upon the mind, and that no such impression is ever lost. If this be true, the history of the past is written subjectively upon the earth's environment, as indelibly as the experience of a human life is transcribed upon the tablet of mind.

By analogy, then, atmosphere is to the terrestrial orb identically what mind is to the individual ego—a field in which it operates; a mirror in which all its processes are legibly recorded. Pursuing the analogy further, we find the reflecting and refracting qualities of light repeated in the recollective faculties of mind. For example, certain mental attributes are called into action to reproduce mental data; these are the reflective and refractive qualities of light, which present a mirage upon the atmospherical sensorium of the planet. If the past can be recalled at will, so far as it pertains to individual experience, why may not synthetical laws—under favorable atmospheric conditions—reproduce accurate images of what has transpired on the planet? The territory of Sahara, that arid expanse of burning sand and torrid air which sterilizes a section of otherwise luxuriant Africa, must have been at some early epoch a fruitful and highly cultivated country, inhabited by a race of cultured people who have bequeathed imperishable monuments to posterity in those colossal structures which place Egypt at the acme of architectural achievement. Magnificent cities must have marked contemporaneous history, whose phantom domes and minarets are immortalized by the vaporless reflections of that atmospherical mirror.

Fertile land and shimmering water have thus survived the volcanic agitation that inundated

the region with a deluge of sand, and the sheik of to-day who rules his nomadic clan or teaches Mohammedanism in the Oriental mosques, is a relic of that venerable civilization which has set the seal of divinity upon occult law. These shifting illusions of the air unroll the scroll of the past, and depict such data as should lead our thought into profound archaic research; that flood of arid sand has drawn a veil over a prolific chapter of human events whose secrets must be discovered, if discovered at all, by such esoteric methods as can guide the mind backward through ages of crystallized facts.—*Paul Avenel, in Intelligence.*



List of New Members

Edna M. Ackerman, Utica, N. Y.
 Chester A. Adams, Broken Bow, Nebr.
 Mildred B. Allen, Portland, Me.
 Edna P. Ames, Chicago Heights, Ill.
 Esther R. Anderson, Chicago Heights, Ill.
 Mabel E. Angus, Utica, N. Y.
 Marie Annen, Massillon, Ohio.
 Litchfield W. Anstess, Detroit, Mich.
 Amy L. Armagast, Strong, Kans.
 Mrs. Mary A. Ball, Fort Collins, Colo.
 L. A. Bartel, Massillon, Ohio.
 Lucile Bash, Massillon, Ohio.
 Gladys Beach, Sarnia, Ont., Can.
 W. C. Begley, Glenn, Ky.
 Helen Bishop, Bloomington, Ill.
 Florence R. Boyle, Utica, N. Y.
 Mary Boyne, Aurora, Nebr.
 D. W. Brawley, Providence, R. I.
 Louise Briscoe, Bloomington, Ill.
 Pearl Buckle, Sarnia, Ont., Can.
 Ethel Burns, Broken Bow, Nebr.
 Ethel M. Burns, Waukegan, Ill.
 Catherine V. Cahalane, Manchester, N. H.
 Marlon F. Calkins, Brockton, Mass.
 Edward Campbell, Cincinnati, Ohio.
 Fay Carner, Massillon, Ohio.
 Hermon A. Carter, Montello, Mass.
 Josephine Ciardi, Nutley, N. J.
 W. H. Coppedge, Salt Lake City, Utah.
 Helen M. Cornell, Carthage, Mo.
 L. O. Cummins, Minneapolis, Minn.
 Bessie I. Currah, Sarnia, Ont., Can.
 Fay Cutting, Bloomington, Ill.
 Mrs. Josephine C. Daley, Manchester, N. H.
 Mignon DeVine, Brewster, Ohio.
 Lida A. Diehl, Phoenix, Ariz.
 Mary A. Doyle, Manchester, N. H.
 Margaret B. Draper, Philadelphia, Pa.
 Miss E. Eastman, Ottawa, Ont., Can.
 Dorothy F. Eberman, Lancaster, Pa.
 Fanny Eggers, Utica, N. Y.
 Burwell Evans, Aurora, Nebr.
 Joseph Walter Ferman, Donnybrook, N. D.
 Winifred Finn, Brockton, Mass.
 Margaret Forrest, Chicago Heights, Ill.
 Arvid L. Fransen, Kansas City, Mo.
 Roland M. Frost, Lincoln, Nebr.
 Loretta Garrea, Glenwood, Ill.
 Naomi M. Goldthwaite, Nashua, N. H.
 Madeline Gray, Whitman, Mass.
 V. Gertrude Hall, Sarnia, Ont., Can.
 Irene Hamel, Massillon, Ohio.
 Lola Henion, Litchfield, Minn.

L. Belle Hewson, Dorchester, Mass.
 L. R. Hiatt, Brookfield, Mo.
 Paul T. Hoffman, Washington, D. C.
 Clara F. Hotaling, Utica, N. Y.
 Opal Iliff, Chicago Heights, Ill.
 Elwood Ingersoll, New York City.
 Eunice Irvin, Joplin, Mo.
 Flora Jahn, Fond du Lac, Wis.
 Margaret A. Jennings, Utica, N. Y.
 Afton Jensen, Mt. Pleasant, Utah.
 Alta Jensen, Mt. Pleasant, Utah.
 Maud Jessaman, Manchester, N. H.
 Elmer P. Johnson, Brockton, Mass.
 Emma Johnson, Sarnia, Ont., Can.
 Irene O. Johnson, Whitman, Mass.
 Herbert H. Jordan, Decatur, Ill.
 Bertha N. Kaler, Phillipsburg, N. J.
 Matilda Kattler, Quincy, Ill.
 Isabella C. Kelleher, Brockton, Mass.
 Hazel Kelley, Newark, Ohio.
 M. M. Knight, Fort Worth, Texas.
 Dagma Knudson, Kiel, Wis.
 Marie Labby, Marquette, Mich.
 Harold W. Lamp, Newark, Ohio.
 Ben W. Land, Bloomington, Ill.
 Violet Lapham, Sarnia, Ont., Can.
 C. H. Leasure, McKeesport, Pa.
 Alice Leckie, Sarnia, Ont., Can.
 Helen Leonard, Joliet, Ill.
 Lily Leah Levin, Utica, N. Y.
 Rebecca Lieberman, New York City.
 Rosa Lulow, Aurora, Nebr.
 T. S. Lyon, Liverpool, Eng.
 Grace Mair, Sarnia, Ont., Can.
 Brother Mathias, Cincinnati, Ohio.
 Charles Mazey, New York City.
 Catherine McDonald, Brockton, Mass.
 Lester McDowell, Kansas City, Mo.
 A. V. McIvor, Ault, Colo.
 Viola McKay, Bishop, Cal.
 Edward Medeweller, Cincinnati, Ohio.
 Loyd G. Millisor, Newark, Ohio.
 Frank E. Motz, Cincinnati, Ohio.
 L. J. Musselman, Coeur d'Alene, Idaho.
 Louis Neumann, Bloomington, Ill.
 E. J. Nieghorn, Three Rivers, Mich.
 Carol Oberdorfer, Bloomington, Ill.
 Bertha E. Owens, Canton, Ill.
 Edyth Pandolfe, Chicago Heights, Ill.
 Alice Pehle, Salt Lake City, Utah.
 Florence Peterson, Bloomington, Ill.
 Edward Plogman, Cincinnati, O.
 George E. Pople, Seattle, Wash.
 Marguerite Poronto, Rutland, Vt.
 Edna M. Prints, Massillon, Ohio.
 Cora M. Pryor, Bloomington, Ill.
 Dorothy Quigley, Joliet, Ill.
 Ava K. Richards, Joliet, Ill.
 Lloyd Rime, Ottumwa, Iowa.
 Melville Roberts, Liverpool, Eng.
 Evelyn Roman, New York City.
 May Runkey, Broken Bow, Nebr.
 H. H. Sawyer, Newport, Vt.
 Valentine Schill, Cincinnati, Ohio.
 Otto H. Schmidt, Cuero, Tex.
 Ida Schofield, New Bedford, Mass.
 F. G. Schuch, McKeesport, Pa.
 Alma Schultz, Utica, N. Y.
 Lily Sedwick, Sarnia, Ont., Can.
 Hugh Sharp, Jamestown, Ky.
 Cyril J. Shaw, Broken Bow, Nebr.

Harold Smith, Massillon, Ohio.
 Marie Snead, Joplin, Mo.
 Peter Spinnenweber, Cincinnati, O.
 Charles H. Stelsle, Cincinnati, O.
 Peter R. Stewart, Jr., Beatrice, Nebr.
 Louis Stokke, Seattle, Wash.
 Florence Summers, Bloomington, Ill.
 Alberta Sutherland, Fort Worth, Tex.
 H. W. Swan, Toowoomba, Queensland, Australia.
 Maude E. Swope, Santa Cruz, Cal.
 Elsworth Thee, Massillon, Ohio.
 Blanche Thompson, Manchester, N. H.
 Robert Thomson, Rochester, N. Y.
 Kate Thorn, Sarnia, Ont., Can.
 Ray Timmerman, Cincinnati, Ohio.

J. E. Throne, Lordsburg, Cal.
 Arthur G. Tillman, Columbus, Wis.
 Florence Tremaine, Phoenix, Ariz.
 Courtney S. Turner, Atchison, Kans.
 George M. Wald, Utica, N. Y.
 James Waltz, Bloomington, Ill.
 Florence Weikert, Massillon, Ohio.
 J. C. Wertz, Buffalo, N. Y.
 Florence E. Wilkinson, Joliet, Ill.
 Glenn Wilson, Newark, Ohio.
 Richard Felix Wolff, San Francisco, Cal.
 H. G. Wood, Mt. Pleasant, Utah.
 Lois Wright, Aurora, Nebr.
 Arthur Wrigley, McKeesport, Pa.
 George Wulf, Bloomington, Ill.
 Wm. H. Zimmerman, Evansville, Wis.



The Incompetent Stenographer—Who is Responsible?

By A. N. Palmer, New York City

[Read at the Convention of the Eastern Commercial Teachers' Association, Atlantic City, March 22, 1913.]

A LARGE number of incompetent stenographers and bookkeepers are being sent into the business world. Is it the fault of the schools or of the employing public?

In an attempt to answer that question I realize that I am on thin ice. As a business school proprietor I am inclined to be chesty when I explain the character of the work done in my own school, and as a business man employing bookkeepers and stenographers, I find myself too often inclined to criticize the other fellow's school.

Of one thing I am morally certain, and that is that inch by inch, the private business schools of this country have, for a quarter of a century, been moving up-grade toward efficiency in all departments. It is well for the future of these schools that no honest proprietor believes his institution has reached the apex of efficiency, or ever will. There is always enough wholesome adverse criticism from the employing public, and enough partial failures among graduates, to correct any impres-

sion there might otherwise be, that at last we had reached so near perfection in our courses of study and practice and in the teaching corps, that we no longer need to keep a sharp lookout for weak spots. Since I was asked to lead in a discussion

of this subject it has occurred to me that perhaps we should go back of the employer and the school for some of the causes affecting the efficiency of bookkeepers and stenographers. What about the home as the third contributing cause to inefficiency?

The teachers in private business schools, and in business departments of high schools, do not always know the kind of homes that pupils come from. The home influence may fre-

quently handicap pupils to such an extent that they are not personally responsible for lack of mental vigor and intelligent response to the conscientious efforts of the best teachers. I have known bookkeepers and stenographers who were very capable under ordinary circumstances, to be so unbalanced by constantly recurring experiences of a disagreeable

MR. A. N. PALMER

nature at home, that for days at a time they were unfitted for the most ordinary work. Then there are the doting parents who believe that their sons and daughters should not be treated as ordinary human clay, but should be the objects of special privileges. When the children of such parents are reprimanded sharply when they are late in reaching their desks, when they are asked to remain after hours, or to return in the evening to do important work, or when the expected advance in salary does not materialize, they are sure to find in the home a full measure of maternal and paternal sympathy. We should teach our pupils that successful business men have fought for commercial supremacy; that to continue to hold the advantages they have gained they must necessarily be cold-blooded, and in a measure appear heartless to boys and girls who, for the first time, are brought face to face with the exacting demands of a well-conducted business office.

We should teach our pupils that advancement in business only comes to those who earn it, and that added compensation for services rendered is often rightly withheld until the greater earning capacity of the bookkeeper or stenographer has fully offset and canceled the cost of the first week or month of office training, when the beginner has not only earned nothing, but in the process of learning has required the constant attention of some one who was earning and receiving a good salary.

We should make our pupils realize that the business men to whom they apply for positions have no interest in the money that they have spent for school expenses, or the length of time they have attended the business school or business department. They should know that it is a question of efficiency only, and that there is competition in efficiency as in other things.

We are, I am sure, teaching efficiently to our pupils the principles of debit and credit and their elastic application and adaptation to as many varieties of business as time will permit. We are teaching rapidity and reasonable accuracy in arithmetical work, we are teaching concentration through which efficiency may come—business forms, commercial penmanship, business correspondence, commercial law,

English, spelling, shorthand, typewriting, and other branches that should be and usually are correlated with the branches I have mentioned. But are we teaching our pupils the duties of the employee toward the employer? Are we teaching personal cleanliness, neatness in person and dress, systematic and orderly arrangement of papers and materials handled, remembering always that the teacher has not taught until the pupil has learned?

I wrote this short paper yesterday, and I found the subject so absorbing that I prepared as much as I thought I should be able to read in the time allotted me before I even touched upon the employer's side of the question, but there are others to sympathize with, or hammer the employers, according to the viewpoint of those who follow me.



The Profession With a Future

A SPECIAL writer of the *New York Press* recently wrote:

"I've been profoundly impressed of late with the place and importance of stenographers. I happened to read another notice of that Jersey City girl who did such record-breaking work on Governor Wilson's speech of acceptance. She seems to know her business, to put the matter mildly. And she's only one of many thousand girls who do. Some stenographers think their work has little future in it. They become private secretaries, perhaps, or get a better salary, but that's all there is in it, they say. Don't you believe it! There's a great big opportunity in it. The opportunity to make your presence felt in that office as the biggest person there! The person every one turns to! The person who knows everything! The person who never has a grouch! The person who is good to look at, scrupulously neat and clean and smiling! 'Little future in it?' There's all the future there is! And only one trick to pull off! The trick of being a GOOD stenographer, a stenographer who has the art of making things go easy in the office."



Students! You'll need the *Writer* even more next year than you have during your shorthand course. Renew your subscription now.

The Blue and the Gray

(The key to this plate will be given next month.)

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Postcarditis

In this department we will publish each month the names of the writers of Gregg Shorthand who desire to exchange postals "written in shorthand" with other writers of the system in any part of the world. Every applicant must be a subscriber to this magazine. Names are not repeated after first publication. The application for enrollment must be written in shorthand, with the name and address in longhand. Conducted by Merritt Brown, care of Gregg Writer, Chicago, Illinois, to whom all communications relating to this department should be addressed.

A LARGE number of especially interesting cards came in this month. We wish that you might see them—those from across the water in particular, so welcome to us in the States—but few would reproduce satisfactorily if reduced and our space is too limited to give them full-sized. Indian Bower, an Australian rival of the Mammoth Cave, bits of Sydney, Melbourne and Wellington, a group of London miniatures, two shell-wrecked buildings in Mexico City, a Norwegian bath at the foot of the mountains, and a delightful glimpse of the main thoroughfare of Buenos Aires, besides a view of Morning Glory Hot Spring in our own Yellowstone Park—and many others from Atlantic to Pacific in this country.

Mr. Dugan's contribution was the solid-looking state's prison at Trenton, N. J., to which he dooms any of the fraternity who fails in the solemn duty and courtesy of answering all cards received. He should be a good judge of the efficacy of this punishment, for he is with the State Board of Health. Any questions you may have to put to Mr. Dugan on health matters, he will gladly do his best to answer. "The development of better notes" is his slogan.

Mr. Renning's enthusiasm is contagious. "Perhaps," he writes, "there are some who would be interested in trying their skill in applying the system to the Norwegian language, to which I have applied it for some time, and have experienced no trouble whatever in taking dictation in it at a fair rate of speed. A great majority of Gregg writers, I suppose, know something about Norway and its icy mountains! I promise to send some fine scenic views from a country which I think beats them all as to natural splendor and beauty."

Our stamp collectors will like to hear how Mr. Thomson succeeds in protecting his cards on the journey from New Zea-

land, and at the same time leaves the stamp in its accustomed place on the card itself. A simple but effective method! Just cut a square from the upper right-hand corner of the envelope. The stamp can then be canceled by the postoffice without difficulty, while it will remain on the card to be preserved after the envelope has been destroyed.

The New Members

Bookkeeping

Miss F. Williams, Silverwood, Toowoomba, Queensland, Australia.

Coal

Paul C. Shaw, Thomas, W. Va. (Views preferred.)

Lumber

Wylie Farnsworth, Nicolette, W. Va. (Desires especially to hear from those in the Civil Service.)

Languages

Eirik Renning, Drammen, Norway. (Will be glad to correspond with any who may be interested in applying Gregg Shorthand to the Norwegian language.)

R. D. Buckner, Calle Bolivar, 1580, Dept. 1, Buenos Aires, South America. (Would like especially to receive cards from those who write the system in Spanish.)

Violet Jowett, "Farnley," Lily Street, Hurstville, Sydney, N. S. W., Australia. (Wishes to correspond in French and to exchange scenic views.)

Law

Florence L. Riblet, 1927 E. Fourth St., Canton, Ohio.

Machine Manufacturing

C. E. Shuler, P. O. Box 245, Salisbury, N. C. (Drag engines, thrashing and sawmill machinery.)

Railway

Thomas H. Thomson, Head Office, Railways, Wellington, New Zealand.

Louis F. Bachman, 41 E. Congress St., St. Paul, Minn. (Northern Pacific.)

Teachers

Vera Egleston, 19 N. Main St., Rutland, Vt. Rutland Business College.

Students

Charles W. E. Anderson, 2024 22d Ave., Oakland, Cal. *Heald's Business College*.

Helen Bergman, 2200 Middle St., Calumet, Mich. *High School*.

Elmer Carl, 556 Salem Ave., Hagerstown, Md. *Washington Co. High School*.

Roland Ralph Deboyd, Huntington, W. Va., Box 511. (Especially interested in reporting.)

George A. Denfeld, R. F. D. 5, Box 24, Wausau, Wis. *High School*. (Prefers scenic cards.)

Severin J. Dufresne, St. Stanislaus College, Bay St. Louis, Miss.

Ethel Fitch, 144 Congress Ave., Chelsea, Mass. *High School*.

Miss A. M. Henchman, Toowoomba, Queensland, Australia.

Ralph Merrill, Livingston, Mont. *Yellowstone Business College*. (Would like to correspond with shorthand teachers or those intending to become teachers.)

Grace Roskelly, 114 W. Railroad Ave., Ithaca, N. Y. *High School*.

Courtney Turner, 1135 Commercial St., Atchison, Kans. *High School*. (Prefers views of high schools, but will answer all cards.)

General

Willie Le Breton, Box 305, Alamogordo, N. M. (Would like to hear from those who are studying shorthand by themselves.)

Harold S. Dugan, 242 N. Warren St., Trenton, N. J.

Veronica Adamski, 122 Ahmeek St., Laurium, Mich.

John H. Albert, 35 Division St., Ottawa, Ontario, Canada.

Julia Banks, 265 Lincoln St., Wilkes-Barre, Pa. (Would like to hear from every Gregg writer in the world; guarantees to answer all cards received.)

M. Brown, 21 Charles St., Petersham, Sydney, N. S. W., Australia. (Scenic views preferred.)

Serena DeGroote, 509 W. Fourth St., Mishawaka, Ind.

Harold E. Gardner, 410 W. Lawrence St., Mishawaka, Ind. (Views preferred.)

Miss Zelma Goldblatt, 45 Blossom St., Chelsea, Mass.

Edith Gustaveson, 2113 E. 15th St., Sioux City, Iowa.

L. Bruce S. Henderson, "Arizona," 50 Spit Road, Mosman, Sydney, N. S. W., Australia. (Interested in collecting stamps.)

Lillian R. Hunt, 202 W. Broadway, Mishawaka, Ind. (Prefers views.)

Eleanor Kaplan, 112 Chestnut St., Chelsea, Mass.

Helen E. Lee, 202 Grant St., Wausau, Wis.

Marjorie Matthews, Prospect, N. S. W., Australia. (Wishes to exchange scenic postals.)

Vera Robertson, "Cromville," York Crescent, Nettersham, Sydney, N. S. W., Australia.

Dorothy Stevens, 26 Devonshire Terrance, Avon St., Ilbe Point, Sydney, N. S. W., Australia. (Stamp collector.)

Davis Waring, 18 Melville St., Augusta, Me.

Time Thrift

(The key to this plate will be given next month.)

Handwritten shorthand notes, likely a key or examples of Gregg shorthand, arranged in a column on the right side of the page.

Letters of Recommendation

(The key to this plate will be given next month.)

On 21.6.1945
50 C 40.000.000.
1/4 million "new".

222, 406, 822
822, 406, 822

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Handwritten: P. 6 (n. 10) 10-8, n

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Better late than never, men, but better never late.—Big Ben.

The GREGG WRITER

A Monthly Magazine Devoted to Shorthand, Typewriting and Commercial Education

SUBSCRIPTION PRICE: United States, Canada and Mexico, \$1.00; Great Britain, Australia, or any country in the Postal Union, \$1.25.

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Edited by JOHN ROBERT GREGG

VOL. XV

MAY 15, 1913

No. 9

Another Forward Step

ALL writers of the system, we are sure, will be glad to know of our plans for a more widespread use of Gregg Shorthand among the English-speaking peoples. They feel, as we do, that the rule of "the greatest good for the greatest number" ought to prevail. Their faith in the system—proved to be well placed by the wealth of its achievements—makes each one a loyal advocate of its advantages. For a long time we have thought that the system should be represented in England as it is represented here—by a strong, organized business force capable of rendering services to all writers and teachers of the system. With that idea in view we are going to England—sailing on May 10th—to build up an organization for the advancement of Gregg Shorthand in the United Kingdom, and expect to return about the last week in July.

The next three months will probably be strenuous—but interesting! We shall throw ourselves into the working out of this problem as we have others, as we feel that it is time that the students of

shorthand in the Old World were relieved of the burdens imposed upon them by the "complexities, perplexities, and eccentricities" of the old, shaded, disjoined-vowel, position-writing, geometrical systems.

The forward movement in shorthand is going to assume greater proportions than ever before—it is going to be almost worldwide in its scope. It is a cause we honestly believe worthy of the best thoughts and efforts of all who understand the incalculable benefits that may be derived from a system that has done so much to advance the interests of stenographers in this country. Gregg Shorthand already has a big, constantly growing, and enthusiastic following in Great Britain. The impulse that will be given to the cause of better shorthand by these new plans—backed by our organization—will, we are sure, have an immediate and lasting effect.

To the many loyal friends of Gregg Shorthand in England, Scotland, and Ireland, we earnestly appeal for support and co-operation. We shall welcome letters or suggestions from them addressed to us in care of the Gregg Shorthand Institute, Don Chambers, Lord Street, Liverpool.

Two Great Conventions

CHICAGO will be the Mecca of shorthand writers this summer. Two great shorthand conventions are going to be held in that city in two successive weeks. The Gregg Shorthand Association will hold its convention in Chicago during the week of August 11th, and the National Shorthand Reporters' Association will hold its convention in the following week. Both organizations have selected the La-Salle Hotel, with its superb facilities, as their meeting place.

We have reason to believe that, on account of the celebration of the Twenty-fifth Anniversary of the publication of Gregg Shorthand, the meeting of the G. S. A. this year will be the largest gathering of shorthand writers and teachers ever held on this continent, and possibly the largest and most notable shorthand gathering ever held in the world. It will be notable because it will bring together the writers and teachers of *one* system—writers and teachers whose interests are inseparably woven into a common cause.

As the G. S. A. Convention precedes that of the National Shorthand Reporters' Association, many of these who attend it will stop over for the Reporters' convention—and especially to witness the National Shorthand Speed Contest for the shorthand championship.

The two conventions being held in the same city, one following upon the heels of the other, will afford shorthand writers of all creeds such an opportunity as has never been offered before. We urge all who can possibly do so to attend both conventions. A contact with the men and women who will be there, the discussions, and other features of the conventions will be something you will look back upon as one of the most interesting and helpful experiences of your life.

We direct attention to the matter now in order that our readers may make their plans to attend the conventions. Some particulars of the G. S. A. convention are given elsewhere in this issue, and further announcements will appear in the June and July issues. We have not yet received the announcements of the Reporters' Association, but expect to have them in time for our next issue.

Make your arrangements to spend at least the week of August 11th in Chicago—and the following week also if possible.



Gregg Reporter to Panama

MR. J. C. LUITWIELER of Philadelphia, Pa., but who has lived for some years in Mexico, writes us that he has received the appointment of Secretary to the newly created International Commission to sit at Panama to adjudicate property claims arising against the United States Government by reason of the building of the canal. Mr. Luitwieler does not say what salary the position pays, but we suppose it is a very comfortable one. He will be called upon to do some very difficult work as Secretary of the International Commission. One of Mr. Luitwieler's duties will be to report the testimony given by natives of the Isthmus. For this particular task he is well prepared, having studied Spanish-Gregg Shorthand in Mexico. He reads the Spanish Plates printed in *Gregg Writer* from time to time, and is a diligent student of Taquigrafia Fonetica Gregg-Pani, the adaptation of Gregg Shorthand to the Spanish Language prepared some years ago by Camilo E. Pani.

We take the following from Mr. Luitwieler's letter:

The position will be one of some responsibility, requiring a knowledge of both English and Spanish stenography, fluency in Spanish, and a legal training. I am hopeful that I will be able to make use of the knowledge of Spanish-Gregg stenography acquired during a residence of between four and five years in Mexico, by adapting it to meet the requirement of taking court testimony in Spanish, which will be one of my duties.

This is but one of the many excellent opportunities that come to those who have a knowledge of Spanish-Gregg stenography. With the opening of the Canal and the location of many more branch offices of American firms, there will be an even greater demand for stenographers who can handle the Spanish language. The salaries offered in Panama are always above those in other departments of the Government service.

We congratulate Mr. Luitwieler on his appointment to this responsible position. He has our best wishes for his unbounded

success, and we hope to hear from him occasionally and also from other Gregg writers in Panama.



Shorthand Examinations in Australia

IN the annual shorthand examinations in the Statt and Underwood Business College, Sydney, Australia, in December, 1912, writers of Gregg Shorthand won the medal and principal prizes in competition with Pitman students, who outnumbered the Gregg writers about nine to one. Mr. C. M. Smith, who sends us the report, explains that several advanced Gregg students left before the examinations to take up positions, and that several were absent on examination day on account of illness. With all the Gregg writers in the examination, Mr. Smith believes his students would have taken all the prizes.

Mr. Smith tabulates the distinctions gained by Gregg students as follows:

1. The Medal for highest speed.
2. The prize for highest speed independent of the test for Medal. Second place in this test was also won by a Gregg student.
3. The prize and highest marks for the difficult 80-word test.
4. Second and third places in the 90-word test.
5. In the test for accuracy and neatness in transcribing on the typewriter a long business letter, highest marks (23½ out of a possible 25) were gained by a Gregg student, who had been in school but three months and was in competition with students who had been at the College for eleven months.



Panama-Pacific Exposition

IT will be interesting news to all stenographers and typists that the official handbook of the Panama-Pacific International Exposition, consisting of a million or more copies, will be distributed throughout the world by the Remington Typewriter Company, whose machine has just been designated by the directorate of the fair as the official typewriter of the Frisco Exposition. The one hundred or more typewriting stations on the Exposition grounds will be equipped with Remingtons, it is said. The Company will use its large organization, reaching practically

every corner of the civilized globe, to distribute the handbooks where they will do the most good, and pass them out to those asking for them in towns and cities at home and abroad. The exact contents of the book have not been made public, but it will undoubtedly cover all phases of information concerning the Canal and the Exposition, including such facts as either exhibitors, visitors or prospective shippers via the Canal ought to know.



Brevities

Since the last announcement, Teachers' Certificates have been issued to the following:

Hazel Archer, Muskegon, Mich.
 Norman D. Beglin, Frostburg, Md.
 Deborah Blossom, Lowell, Mass.
 Mrs. Olive U. Bryant, Chicago, Ill.
 Edna Florence Cole, Leominster, Mass.
 Julia A. Cotton, Portland, Ore.
 Mrs. Josephine C. Daley, Manchester, N. H.
 Oscar G. Martin, Tulsa, Okla.
 Flodie L. Mears, Tacoma, Wash.
 Grace E. Murdoch, Tacoma, Wash.
 George E. Pople, Seattle, Wash.
 Simon P. Richmond, Charleston, W. Va.
 Benjamin E. Wick, Redfield, S. D.
 Mrs. Mae L. Wilder, Colorado Springs, Colo.
 Robbie Williams, Marion, Ill.

* * *

Mr. C. P. Zaner, of Zaner and Bloser Company, penmanship specialists, Columbus, Ohio, is to be congratulated on his able and illuminating exposition of "The Montessori Movement" as applied to writing, contained in an eight-page pamphlet. Copies can be secured by addressing Mr. Zaner. Madame Maria Montessori is an Italian physician who is promulgating with great success a new philosophy of education.

* * *

J. E. Goodell, manager of the Albuquerque Business College, Albuquerque, New Mexico, has drawn up and had passed by the Legislature of the state "an act to regulate canvassing by correspondence schools, business colleges and commercial departments of other schools, and to extend the power of the State Board of Education over such schools." Copies of the bill can no doubt be obtained by addressing Mr. Goodell.

Since our mention of "The Commercial Club of the Portland (Maine) High School," and the work done by it, in the March number, we have received word from Mr. F. B. Carey, head of the commercial department of the Duluth (Minnesota) Central High School, in which the students organized a club on similar lines November 18, 1912. The club meets at regular intervals, and business men are invited to address the meeting on commercial problems of the day. Membership is limited to seniors in the commercial department. Mr. Carey is planning some observation trips in the near future.

We believe these organizations of commercial students in the high schools are a movement in the right direction. So far as we know the private commercial schools have not yet caught the idea. We wish to congratulate Mr. Carey on his initiative in agitating the formation of the Commercial Club of the Duluth Central High School.

* * *

We learn with regret that the American Business College, Pueblo, Colo., was entirely destroyed by fire on the morning of April 11. Fortunately, through the kindness of the directors of the Y. M. C. A., the school was able to secure temporary quarters without delay in the new Y. M. C. A., which has just been completed. The proprietor of the school, our good friend, Mr. J. A. Clark, reports that although the fire took place on Friday morning, he was able to have the school in operation again by Monday night. He says, "We have now thirty-two typewriters, adding machine and other equipment and all the necessary supplies to carry on our work practically as well as ever."

The success of the American Business College under the direction of Mr. and Mrs. Clark has always been a source of great satisfaction to us. They have had high ideals and a high standard of work, and we sincerely hope that to such capable and courageous teachers this disaster may prove but a stimulus to go forward to still greater achievement.

* * *

We wish to congratulate Mr. Gordon Mullen, in charge of the commercial de-

partment of the Fort Smith (Arkansas) High School, on having such a brilliant class of students, who are expressing their entire satisfaction with his teaching in the pages of the city paper, copies of which we have enjoyed reading. Mr. Mullen and Gregg Shorthand have been glowingly eulogized in some fine poetry and prose, written by Horace Dyer, Phil Albert, Ward and Frank Murta, all live-wire writers of Gregg Shorthand. We cannot quote all the poems and prose essays as we would like to do, but the extent of the popularity of Gregg Shorthand is shown by the following quotation from an editorial by Mr. Phil Albert: "Students who last year finished the Pitman manual are taking dictation alongside of the Gregg students who began the first of this year, and are not any speedier than this year's students. Mr. Mullen, the commercial instructor, is progressive in his ideas and methods of teaching, and the results are certainly highly satisfactory to all concerned."

* * *

Copy of Affidavit of Ownership and Management of the Gregg Writer, Published Monthly at Chicago, Ill.

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1123 Broadway, New York City
Business Manager.....John R. Gregg,
1123 Broadway, New York City
Publisher.....The Gregg Publishing Co.,
Chicago, Ill.

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Maida Gregg, Vice-President, 1123 Broadway,
New York City.
W. F. Nenneman, Secretary-Treasurer, 32
S. Wabash Ave., Chicago, Ill.
Edmond Gregg, 32 S. Wabash Ave., Chicago, Ill.

Known Bondholders, Mortgagees and Other Security Holders, Holding 1 Per Cent or More of Total Amount of Bonds, Mortgages, or Other Securities—None.

(Signed) JOHN R. GREGG.

Sworn to and subscribed before me this 28th day of March, 1913.

(Signed) BERTHA ULLMAN.
(Notary Public No. 9, New York County.)

1. **உதாரணம்:** கீழ்க்கண்டவற்றைப் படித்து, அவற்றின் பொருள் என்ன என்பதைத் தயக்கமின்றி எழுதினால், உங்கள் மனம் மிகவும் தெளிவாகும். **உதாரணம்:** கீழ்க்கண்டவற்றைப் படித்து, அவற்றின் பொருள் என்ன என்பதைத் தயக்கமின்றி எழுதினால், உங்கள் மனம் மிகவும் தெளிவாகும்.

ප්‍රකාශනයන් සඳහා ඔවුන්ගේ ප්‍රකාශනවලට ප්‍රතිචාර දක්වනු ලබන බවට සහතික කර ඇත. එමෙන්ම, ඔවුන්ගේ ප්‍රකාශනවලට ප්‍රතිචාර දක්වනු ලබන බවට සහතික කර ඇත. එමෙන්ම, ඔවුන්ගේ ප්‍රකාශනවලට ප්‍රතිචාර දක්වනු ලබන බවට සහතික කර ඇත.

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Forensic analysis of SA 0004-2-1000, the 1000th anniversary of the establishment of the U.S. Constitution, which is the greatest tribute for racial and gender-related minorities.

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written value that he was offered, as he
submitted to the President. Now he
made himself as valuable that after con-
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will be in the line, and will be in the
line necessary to the President.

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Vessels of Speed and Great Magnificence to Navigate the Great Lakes

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(Reproduced by permission of the *New York Herald*)

This is a reduced facsimile of the full page illustrated story of Mr. Charles L. Swen, Personal Stenographer to the President of the United States, published in the *New York Herald*, Sunday, March 30. The story appeared simultaneously in the Sunday papers in many other cities where the *Herald* syndicate magazine service is used. Mr. Swen's ambition lifted him into the White House. He was twenty years old March 3, the day before he entered the White House. He began the study of Gregg Shorthand in the night school of the Rider-Moore & Stewart School, Trenton, N. J., less than five years ago.

Typewriting and Office Training

A Clearing-house of Ideas for Typists and Office Workers. Conducted by
Rupert P. SoRelle, 1123 Broadway, New York, to whom
all communications relating to this department
should be addressed.

Talks on Office Training

Points About Typewriting and the Typewriter

THERE is no other office mechanism with which the stenographer has so close a relation as that of the typewriter. The way the typewriter is handled measures most accurately the stenographer's productive efficiency in the office. If he is unacquainted with its possibilities, he is deficient to just the degree he fails to make it yield its maximum productive power.

It is trite to say that the stenographer ought to know his machine, and yet how few really do *know* it. An observance of the work of the average stenographer will show an amazing ignorance of the fullest use of the machine; and this applies not only to the actual manipulation of the keyboard, but to the time-saving appliances with which it is equipped. This, it may be remembered, is due not so much to inadequate teaching—for the teachers of typewriting do try hard enough—but to the fact that the students themselves fail to appreciate the value of the instruction they are receiving, the necessity for good, hard, steady, intelligent drill—on the machine.

Typewriting appears on its face to be so easy they neglect it in favor of shorthand, which, with its mystery and newness during the learning stages, absorbs practically all of their interest. In the average business office ability to operate the machine rapidly and accurately—or *accurately* even at a moderate speed—is the deciding factor. The business man is not interested in the kind of shorthand you write so long as you can read it, but he is vitally interested in your typewriting speed. The speed of typewriting is increasing constantly, while the speed of dictation of the average business man re-

mains practically at a standstill. A few years ago a typewriting speed of twenty-five or thirty words a minute was sufficient; now double that speed or more is not only demanded, but is easily within the range of almost any typist who will apply his intelligence and take the trouble to acquire that speed. And sixty words a minute should by no means be the limit of the ambitious typist, either, for thousands are capable of going to seventy-five or one hundred words a minute. These speeds do not come, however, from a mere study of the subject; they come from a great deal of hard, earnest practice. Of the two subjects—shorthand and typewriting—typewriting requires more work to learn to the required degree of proficiency than shorthand does—at least that is a true comparison with our system of shorthand.

Applying Efficiency Methods

In this and the following papers we want to discuss some of the points by which the typist can increase his typewriting efficiency—by which the machine may be “scientifically managed.” The manipulation of the keyboard is, of course, the prime necessity. To reduce that to an absolutely automatic process should be the constant aim; and it should be reduced to *almost* that point before you attempt very much in the way of transcribing. The reason for that ought to be very plain. If you are a little hazy about the location of the keys and have not had sufficient drill in striking them to be sure of the location without having to *think* about it, you will encounter a very complex problem when you begin to transcribe from shorthand, which, perhaps, in your mind is in somewhat the same state as your typewriting—

a little hazy and new. To try to read shorthand that from its newness to you absorbs all your attention, and at the same time try to operate a machine that has been imperfectly learned, will generally result in very poor work. In order to get your transcripts out, you will resort to the most primitive sort of operating—looking at the keys, and feeling around over the keyboard to locate them. You will be uncertain all around, and it will be impossible to work to the best advantage. The final result will be that you will not be able to do justice to yourself either in shorthand or typewriting. You will also, perhaps, undo much of the good work you have already done in learning the arts separately. The co-ordination of the two is best accomplished after you have acquired considerable skill in each separately.

Typewriting Theory Easy

The theory of typewriter manipulation is exceedingly simple—but you must remember it is the application of the theory that produces results. Proper application can be acquired but in one way—*work*, and work along intelligent lines, because work that is not done intelligently will not carry you very far on the road to high efficiency. The first point to be considered in learning the manipulation of the machine is *method*. Your typewriting manual gives you a thoroughly worked-out plan of practice, and by sticking to that the most rapid and certain progress will be made. Many of the things the manual advises you to do you may think are roundabout and take more time than if done in the way you think they *could* be done. For example: it is much easier to pick out the keys by looking for them at the start than by learning the key division for a certain finger and then finding those keys from the guide keys. This would be simply using the old “sight” method which has long ago been discarded. But in the end, “touch” typewriting is much more rapid and at the same time more *accurate*. If you start your work in “touch” by looking for the keys you will acquire “sight” habits that will constantly give you trouble and defer the time when you can write without giving the keyboard any conscious attention.

Points About the Operation of the Keyboard

The manual gives you the correct method of procedure, but there are many things in connection with it for which you will need to be constantly on the lookout, in order to keep from falling into habits that will retard your speed. Many of these are little points in themselves—that is the reason they are often disregarded by the typist at the beginning who is occupying his mind with “larger affairs.” They are, in a sense, like savings. Many people begin by saving a little at a time and pretty soon they have a bank account. Others begin to save by saying, “Oh, just as soon as I get a certain amount I will start; I want to start with something big”—and they never start. It is the same way with these little “time-savers” in typewriting. If we learn to make use of them at the beginning, taking them one at a time, we will soon have a big account in the bank of efficiency.

The most important of these points is that you make every movement count for a definite step in your progress toward typewriting skill. There is a vast amount of time lost in useless movements in learning typewriting as well as in actually operating the machine. It is only by constant attention to this detail—but a very *important* detail—that you can eliminate false and unproductive movements from your style in writing. Another point to be observed is not to allow your finger to move any farther away from the keys than is necessary to clear the others and to give sufficient driving force to operate the keys properly. Some of the other features of operation that should be emphasized are simply brought to your attention so that you will yourself pay close attention to them until you have obtained the necessary technical skill.

Hand Position and Guide Keys: The value of a proper hand position is rarely appreciated by the beginner. By studying the illustrations in your manual you can get a correct idea of how the hands should be placed over the keyboard. Although this is a perfectly natural position, it will require constant effort on your part at the beginning to keep them in the right position because other things will divert your

attention. Keep the hands close together, and let your little fingers rest lightly on the guide keys. The guide key is the point from which you will have to determine the location of all other keys and is indispensable in the development of correct methods of operation. As you grow more expert in the manipulation of the keyboard you will determine the location of one key from another—that is, you will become accustomed to certain sequences of letters and you will depend less upon the guide keys to keep you in position. No matter how expert you become, however, you will always have to depend more or less on these keys. To acquire the highest skill, a constant fight must be maintained to acquire the higher type of operation—that is, you must not allow yourself to get into the rut of primitive movements.

Touch: To acquire just the right force to apply to bring the type in contact with the paper is something that will require some little experimentation on your own part. There should not be any more power applied than is necessary to make a clear, sharp impression. To use more is to waste time and energy; to use less, is to get imperfect results. By correctly timing your strokes an even touch will be much more easily acquired.

Shifting for Capitals: Improper shifting is a frequent cause of slowness and inaccuracy in operating the machine. It will be worth your while to read the instruction about shifting given in your textbook. Then select some copy that is full of capitals and practice on it until the shift key comes as natural to you as any other key.

The Numerals: The upper row of keys is a weak spot in the education of nearly every typist. It would be surprising to learn of the number of excellent typists who have to *look* for the figures every time a figure key is required. It is a useless waste of time. There is absolutely no reason why you should not be as expert on the upper bank of keys as on any of the others. It is simply a matter of practice, backed by the proper desire. After you have thoroughly memorized the upper row of keys and have learned their location with reasonable certainty, take some of the market reports from your daily paper and

copy them, going slowly at first and being sure to compare each figure. It is very easy to make mistakes in copying figures on account of there being no frequently recurring sequences, as there are in words. An easy way to be sure of these keys is to learn them in relation to the keys below. Thus you ought to know that the key above "w" is "2," and so on.

Other Time Savers

The foregoing deal strictly with the manipulation of the keyboard. But there are other points to which you will need to give attention. These relate to the methods of manipulating other features of the machine, and in handling the materials with which you work.

Inserting and Removing the Paper: First have your paper in a convenient place so that it will not interfere with your "copy." Your stack of letterheads should be so placed that you can grasp the top of the sheet with one hand and drop it in the machine without the use of the other hand to adjust the paper, or making it necessary to change it from one hand to the other. You should learn to turn the cylinder and throw the paper in exact position for writing in the minimum of time. A quick, sharp turn of the cylinder will bring the paper in position. These movements will require considerable practice. You cannot acquire the knack by simply studying the problem out—you will have to back it up with plenty of actual practice. It should not be necessary to throw the paper release to adjust your paper. Practice inserting the paper until you have acquired both speed and accuracy.

If you are using carbons these should be placed in the most convenient place possible. In taking the carbons out of one stack and building up another, you should build up the second stack as you take down the first. Have a definite place to put the pages you have written, and it is better to lay these face down so that others may not read them. In drawing the paper from the machine draw it upward and from you at an angle of about forty-five degrees. Throw the paper release with the other hand as you take hold of the paper to remove it. With some ma-

chines the paper can be drawn out easily without the use of the paper release.

Shifting the Carriage: This should be done with a quick movement—apply just enough force to throw the carriage over to the right without noise, but with sureness. Use but one hand for the movement and keep the other in position on the keyboard. Practice this movement until you can return the carriage quickly and surely.

Back-Spacer: The back-spacer is a great time-saver in filling in spaces and light letters, in making corrections, and in centering headings.

The "Copy": Your copy should be placed where the light is good and should be tilted at an angle that will enable you to see it without the slightest difficulty. If you are using a machine with a left carriage shift, place your copy on the right side of your machine, and vice versa. The study of the best place for your copy will result in greater ease in accomplishing your work.

Arrangement of Your Desk: All the different papers you use should be placed conveniently. Since there is so much variation in the form of typewriter desks, it would be impossible in an article of this kind to give minute directions; but it is certain that a little thought on your part, a little care in the arrangement of the various papers you use—letterheads, carbons, second sheets, blank paper, etc.—will enable you to so dispose of the papers on your desk in a way that no time will be lost.

Tabular and Column Finder: Much

time can be saved in the proper use of these devices. They may be used for shifting the carriage to the end of the line; for shifting for name and address, for paragraphing, for the complimentary closing, etc.

(To be continued)



Test Questions on Letter Writing

45. What is meant by "unity" in a sentence?
46. How may "unity" be obtained?
47. What is meant by "coherence"?
48. Give rules for obtaining coherence.
49. What is meant by "emphasis"?
50. What are the most important places in a sentence?
51. What is a frequent cause of lack of emphasis?
52. What is meant by "climax"?
53. Define "force."
54. How may force be obtained?
55. Outline the importance of the opening sentence.
56. What must be guarded against in the opening sentences?
57. Give an epitome of the uses of the paragraph.
58. What is an "outline"?
59. Tell briefly how a good outline may be made.
60. What is meant by "brevity" and "clearness"?
61. (a) How may they be obtained? (b) What is to be guarded against?
62. What is meant by the "power of attention"?
63. Describe how it may be obtained.
64. How may a letter be made "complete"?
65. What is meant by "tone" in a letter?
66. Describe some of the principal devices for obtaining the right tone.
67. Write briefly on the following subjects: (a) Courtesy; (b) Fairness; (c) Business Judgment; (d) Personality; (e) Originality.



Business Letter Contest

The Winners

First Prize—Miss Lillian R. Holbrook, New Haven (Connecticut) High School.

Second Prize—Mr. E. Wright Emory, Richmond, Missouri.

Third Prize—Miss Agnes F. Conlon, Watertown, New York.

Next Ten Best Collections

Miss Margaret Jenkins, Seattle, Washington.

Miss Nan J. Foley, Chicago, Illinois.

Miss Anna Oberdorf, Kansas City, Missouri.

Miss Rebecca Greenway, St. Thomas, Canada.

Mrs. Bertha C. Johnston, Council Bluffs, Iowa.

Miss Ethel F. Graham, Mount Vernon, Iowa.

Miss Josephine Ciardi, Nutley, New Jersey.

Mr. Guy Zears, Minot, South Dakota.

Mr. Hermann F. Post, Shoshone, Idaho.

Miss Grace V. Dodican, Watertown, New York.

Honorable Mention

Miss Fannie Salmons, Parkersburg, West Virginia.

Miss Marie Mahaffy, Sandstone, Minnesota.

Miss Fairie Moffitt, Fremont, Nebraska.

Mr. W. W. Roberts, Murray F. Tuley High School, Chicago, Illinois.

Miss Helen F. Lamb, Passaic, New Jersey.

Miss Lula A. Reid, Pueblo, Colorado.

Miss Florence M. Kellogg, Charles City, Iowa.

Mr. Vern Shortsleeve, Vermont Business College, Burlington, Vermont.

A MOST interesting lot of business letters came in to compete for the prizes in the Model Business Letter Contest announced in the January *Gregg Writer*. The contestants all showed good judgment in making their selections, and those who failed to win prizes should feel that they received, as they did, something valuable in exercising their judgment in selecting the letters.

Some of the collections were disqualified because the letters were shifted too far to the right, and on one or two collections the typewriting came within a half inch of the edge. These letters were otherwise good.

Of course, there were a few without names, and the contestants lost credit entirely for their work. The contestant's name and address should always be written on the matter submitted in a contest. To write a letter and send it with the contribution is not enough. But in the instances mentioned letters did not even accompany the collections.

We wish to pay a compliment to all who took part in the contest for the excellent typewriting done on the letters. Miss Lillian R. Holbrook, to whom was awarded first prize of ten dollars, sent in sixty letters in groups of ten, and Miss Holbrook's interest did not lag on the last copies made because her letters were uniformly accurate, correctly punctuated, and set out well on the page. There were a number of other collections which showed more than ordinary care and thought in the arrangement of the letters on the sheets, among which was the collection sent in by Miss Fairie Moffitt, of Fremont, Nebraska. She gave the subject of the letter at the top written in red, and she took the pains to have the letters signed by her employer. Nearly all the letters sent in contained some attractive features, and we would like to speak about them here, and

also make a personal acknowledgment to every contributor—but that is impossible.

We want to mention also that several collections lost a good rating because the letters were not graded as to difficulty, and in two instances the number of letters submitted was below ten. Two stenographers wrote their letters on legal-size paper. It would be well if those taking part in future contests made a list of the points which must be brought out in the work submitted, and kept the list constantly before them while preparing what they are to send in.

Space will not permit us to publish the winning letters. We might give a few extracts, but they would not convey a satisfactory idea. Miss Holbrook's letters dealt with the railroad business from the executive offices, and she was careful to select letters that clearly and fully explained the subject under consideration, which made it possible for anyone to read the correspondence intelligently.

Mr. E. Wright Emory, of Richmond, Missouri, captured the second prize of five dollars. He collected a series of snappy salesmanship letters and displayed his own knowledge of salesmanship by arranging the letters in the order of their logical presentation, so that when you reached the last one you had the whole story—and ought to buy if you were at all in the market!

Miss Agnes F. Conlon, of Watertown, New York, sent in a fine collection of automobile letters taken from her notebook, which received the third prize of three dollars. "I regret that I could not spare the time to go through the files and make a careful selection," explains Miss Conlon. Those files may have contained some first-prize letters!

We wish to compliment all those who entered the contest on the neatness and accurate typewriting characteristic of all the

letters received. Indeed, some gave most attention to the mechanical points, and seemed to overlook the composition feature. Certain technical features, such as setting the letters on the page, the paragraphing,

and the even, accurate typing, were so well developed that we have given the authors honorable mention, and are sorry that we are not able to write each one a personal letter.



Northeastern Iowa Teachers Have Typewriting Contests

WE are indebted to Mr. R. V. Coffey, of Cedar Falls, Iowa, for details of the typewriting contest before the Northeastern Iowa Teachers' Association. Mr. Coffey says:

You will find enclosed the results of a type-

writing contest held at the Northeastern Iowa Teachers' Association at Independence last Friday, March 28. Dubuque, Independence and Waterloo were the competing high schools. East Waterloo High School won both cups, and I think the records show some pretty good writing.

Tabulated Results

Beginning—10 minutes.

| <i>Name.</i> | <i>High School.</i> | <i>Gross.</i> | <i>Errors.</i> | <i>Penalty.</i> | <i>Net.</i> | <i>Net per Minute.</i> |
|--|---------------------|---------------|----------------|-----------------|-------------|------------------------|
| 1. Marguerite Baum, East Waterloo..... | | 545 | 26 | 130 | 415 | 41.5 |
| 2. Ethel Brunkow, Dubuque..... | | 518 | 31 | 155 | 363 | 36.3 |
| 3. Peare Peterson, East Waterloo..... | | 430 | 23 | 115 | 335 | 33.5 |
| 4. Hulbert Cheever, East Waterloo..... | | 504 | 34 | 170 | 334 | 33.4 |
| 5. Hilda Schwartz, East Waterloo..... | | 390 | 14 | 70 | 320 | 32 |

Advanced—15 minutes.

| | | | | | | |
|---|--|-----|----|-----|-----|----------|
| 1. Craig Arbuckle, East Waterloo..... | | 953 | 38 | 190 | 763 | 50 13/15 |
| 2. Ella Chamberlain, East Waterloo..... | | 850 | 34 | 170 | 680 | 45 1/3 |
| 3. Donald Courtage, Independence..... | | 860 | 76 | 380 | 480 | 32 |
| 4. Lyle Clay, East Waterloo..... | | 864 | 84 | 420 | 434 | 29 4/15 |
| 5. Glen Clay, East Waterloo..... | | 516 | 19 | 95 | 421 | 28 14/15 |



An Expert French Typist

WHEN -
EVER
we read of extraordinary feats in any line of human activity we naturally like to see the celebrity. We are thus glad to present a likeness of an expert typist, Mlle. Marin, who won first prize in a typewriting contest at Paris, France, maintaining a speed of 75 words a minute from unfamiliar copy for 45 minutes without an error in any of the work.

(Courtesy of "Office Appliances")

Mlle. MARIN. OLIVER SPEED OPERATOR OF PARIS



Q's and A's

Conducted by Alice M. Hunter, 32 South Wabash Avenue, Chicago, to whom all communications relating to this department should be addressed. Answers to the questions in this issue must be in our hands by June 15, and will be published in the July number.
An award of 50c. is given each month for the best answer received on each question; twenty-five cents each for all other contributions published.



The Ten Best Books

CONSIDERABLE interest has been manifested in the article by Mr. Clarence I. Brown, Providence, R. I., in the April *Gregg Writer* on books and reading. We believe that it has already done much and we know that it will do more to help the readers of this magazine to know and to enjoy good literature. This month we are printing several additional lists. These are certainly interesting as showing the variety and individuality of literary taste. Mr. George Hamlin Fitch in "Comfort Found in Good Old Books," in speaking of this matter of individual tastes in reading, says:

But the vital thing is that you have your own favorites—books that are real and genuine, each one brimful of the inspiration of a great soul. Keep these books on a shelf convenient for use; and read them again and again until you have saturated your mind with their wisdom and their beauty. So may you come into the true Kingdom of Culture, whose gates never swing open to the pedant or the bigot. So may you be armed against the worst blows that fate can deal you in this world.

The list sent by Miss Amy D. Putnam, Hackensack, N. J., is:

| | |
|----------------------------------|-----------|
| The Virginians | Thackeray |
| Les Miserables | Hugo |
| David Copperfield | Dickens |
| Autobiography | Franklin |
| Sesame and Lilies..... | Ruskin |
| Ben Hur | Wallace |
| The Guardian Angel..... | Holmes |
| The Cloister and the Hearth..... | Reade |
| Ivanhoe | Scott |
| Silas Marner | Elliot |

Miss Nola Houdlette, Lewiston, Maine, says that she has tried in her selection "to give a good range in vocabulary, and at the same time to include only those who are noted in their own line."

| | |
|---------------------------------|---------------|
| The Promised Land..... | Mary Antin |
| The Long Roll..... | Mary Johnston |
| Parenthood and Race Culture.... | C. W. Saleeby |
| Les Miserables..... | Victor Hugo |

| | |
|------------------------------------|--------------------|
| Through Nature to God..... | John Fiske |
| Poems..... | Alfred Tennyson |
| Man in the Light of Evolution..... | John Mason Tyler |
| Up From Slavery..... | Booker Washington |
| African Game Trails..... | Theodore Roosevelt |
| The Riddle of the Universe..... | Ernst Haeckel |

Miss Laura Julio, La Porte Business College, La Porte, Ind., writes:

The following are books which I consider every well-informed, progressive stenographer should read:

| |
|--------------------------------------|
| The Bible |
| Shakespeare's Plays |
| Milton's "Paradise Lost" |
| Ruskin's "Modern Painters" |
| Macaulay's Essays |
| Joseph Addison's Essays |
| Carlyle's "Heroes and Hero Worship" |
| Thackeray's "Vanity Fair" |
| Dickens's "Pickwick Papers" |
| Jane Austin's "Pride and Prejudice." |

For choice words and beautiful English the Bible ranks first. Read Shakespeare for a vocabulary. His mastery of the English language is wonderful. For excellent English, read Addison; for good, clear style, choice words and general culture, read and reread all.

From Miss Christen Hoy, Seattle, Wash., comes the following:

A list of books suitable for vocabulary building and general culture must comprise as many authors and as many subjects as possible. No abstruse scientific works should be included in such a list; in fact, it should consist mainly of lighter literature. Pure literature contains by absorption the important knowledge and culture of the author's time. With these standards in mind, I wish to submit the following list:

| |
|--|
| Principles of Biology, by Herbert Spencer |
| Progress and Poverty, by Henry George |
| Personal Memoirs of General U. S. Grant |
| The French Revolution, by Thomas Carlyle |
| Middlemarch, by George Elliot |
| Uarda, by George Ebers |
| Joan of Arc, by Mark Twain |
| The Beloved Vagabond, by William J. Locke |
| Sir Nigel, by Sir Arthur Conan Doyle |
| Pendennis, by William Makepeace Thackeray. |

Mr. R. P. Wood, Acme Business College, Everett, Wash., is in favor of

"classic" as opposed to modern literature:

Such a "Niagara of nonsense" is continually roaring from the press that it seems to me safer to cling to the old friends, and I would like to suggest the titles of a few books which not only will afford a copious vocabulary, but will open up to many a vista of a new life landscape:

Ruskin's *Crown of Wild Olive*
 Ruskin's *True and Beautiful*
 Carlyle's *Sartor Resartus*
 Seneca's *Morals*
 Lubbock's *Pleasures of Life*
 Epictetus' *Works*
 Marcus Aurelius' *Meditations*
 Plutarch's *Lives*
 Taine's *History of English Literature*

The Use of Quotation Marks

31. In copying a quotation of more than one paragraph in the body of a letter or legal document, should quotation marks be placed only at the beginning of the first paragraph and at the close of the last paragraph, or at the beginning and at the close of each paragraph, or at the beginning of each paragraph and at the close of only the last paragraph? Also, if the body of the instrument in which the quotation appears is typed double space and the quotation is single spaced with indented margin, does this affect in any way the customary use of quotation marks?

Many letters discussing this question have been received and somewhat to our surprise there does not appear to be a uniformity of opinion among our readers. A rule given in *Applied Business English* covers the first part of the question fully and clearly: "When a quotation consists of more than one paragraph, the quotation marks should be placed at the beginning of each paragraph and at the end of the last one."

In the *Manual of Style*, published by the University of Chicago Press, Chicago, is given a full exposition of the use of quotation marks in printed matter. It has become a well accepted custom in the preparation of manuscript for printers, to type in single space with indented margin any matter that is to be set in smaller type by the printer. The rule for the use of smaller type is given in the *Manual of Style* as follows:

Ordinarily, all prose extracts which will make five or more lines in the smaller type, and all poetry citations of two lines or more. An isolated prose quotation, even though its length would bring it under this rule, may properly be run into the text, if it bears an organic relation to the argument presented. On the other

hand, a quotation of one or two lines which is closely preceded or followed by longer extracts, set in smaller type, may likewise be reduced, as a matter of uniform appearance.

A following paragraph of the same book is given as our authority for endorsing the omission of quotation marks in this case. This paragraph reads:

Reduced citations should not have quotation marks, nor should quotation marks, as a rule, be used in connection with italics.

The only exception to this will be:

Quotations from different authors, or from different works by the same author, following each other, uninterrupted by any intervening original matter, or by any reference to their respective sources (other than a reference figure for a footnote), even though such quotations are reduced.

The award for the best discussion for this question is given to Miss Nola Houdlette, Lewiston, Maine:

When a quotation consists of several paragraphs, quotation marks should be placed at the beginning of each paragraph, and at the end of the quotation; not elsewhere, unless an expression is interpolated within the quotation, which expression should be excluded by additional quotation marks.

In printed matter where both different sizes of type and different spacing can be used, no quotation marks are necessary. The answers quoted in this department will illustrate this. The use of double spacing with indented margin in typewriting is just as clear, and is, I believe, considered equally correct. It has the advantage of allowing any quotations the author may have made to remain in the double quotation marks.

Commendable discussions of this question were also received from Mr. H. E. Kemp, St. Louis, Mo.; Mr. J. H. Zwaska, Chicago, Ill.; Miss Amy D. Putnam, Hackensack, N. J.; Mr. M. N. Bunker, Halford, Kansas; Miss Mary Parker, Decatur, Ill.; and Miss Mabel E. Good, Chicago, Ill.

How to Keep Paper from Slipping

32. It is almost impossible to keep the slippery paper, on which our legal documents are typed, in its place in the typewriter. The sheet slips about in a most trying manner. If some one can offer a remedy, he or she will have the gratitude of A. M. N.

A. M. N.'s difficulty is evidently one which has confronted numerous other stenographers for a variety of helpful suggestions have been received. Mr. C. V. Clippinger, High School, Auburn, N. Y.,

writes of two practical methods, either of which ought to prove effective.

I have discovered two ways by which any kind of paper can be held in the machine without slipping. The first way is to cover the platen with a piece of rather rough paper cut just the length of the platen and wide enough so that the two edges just meet when drawn tightly. Put a little glue under both edges and press them down tight. A covering of this kind will last a long time and it will also save the platen.

Another good method and a far more simple one is to remove the platen from the machine, and then slip a very small rubber band over each end, putting them in far enough that the paper rolls over them. This is a very effective way of holding any kind of paper.

A reader who has experienced and overcome this same difficulty in his work is Mr. Ralph Newman, New York City. The method he used is outlined as follows:

A. M. N. has my sympathy. The typewriter that I had been accustomed to using gripped paper of all kinds nicely, but when I was given a new machine, I had to revert to slang and say "Good Night." The only paper that the new machine would hold was some very rough paper which I seldom had occasion to use. Although I tried alcohol on the platen, it had very little effect.

The work had to be done, and quite a lot of it with slippery second-sheets. At first I used a sheet of the rough, absorbent paper as a backing sheet, which was something of a nuisance; so finally I rolled the sheet of rough paper around the platen, and pasted the end. It acts practically as a backing sheet, with all of its advantages and none of its disadvantages. It takes up very little room, and I have no trouble in making ten carbon copies. It is best to put it on before going home at night so that it will be thoroughly dry by morning. It need not be changed until dirty.

Still another solution has been discovered by Miss Nola Houdlette, Lewiston, Maine:

I think that A. M. N. will find this suggestion helpful in keeping the slippery sheets in place: Take a backing sheet of heavy, rough paper at least an inch longer than the sheet used for writing. Fold over the extra inch, slip the sheet into the fold and turn to position. Then put two or three paper clips on the fold, and I believe there will be no difficulty.

Miss Helen Yungbluth, Marquette, Mich., suggests the rough second-sheet and Mr. H. E. Kemp, Yeatman High School, St. Louis, Mo., would have the machine thoroughly cleaned and repaired.

The ready and spontaneous response of our readers to A. M. N.'s cry of distress offers a definite example of how the *Gregg*

Writer will help you in your daily work if you will only give us a chance. Why not write us to-day with some of your problems?

The Abbreviation for "Number"

33. We have had some discussion in regard to the proper use of the abbreviations for number, and would like your advice as to when the abbreviation "No." should be used, and when the double cross.

Mr. Ralph Newman, New York City, writes as follows:

There is little to guide one in the use of the two abbreviations for "number" and personal preference generally causes one form to be used in place of the other.

There are, however, certain special classes of work where custom provides rules for the use of the abbreviations. In literary work of any kind, whenever it is necessary or desirable to use an abbreviated form of the word, "No." is always chosen; while "##" is practically always used for lot numbers in bills, catalogs, price lists, etc.

The rule for the abbreviation of the word "number" as given in *Rational Type-writing* in the "Things You Ought to Know," is: "The abbreviation for number (No.) should be placed before figures and the word written out when followed by words." Mr. Newman's rule for the use of the sign in place of the abbreviation is all right. The stenographer can determine the correct form for the business in which he is engaged only by consulting the files or an older employee in the office as the accepted usage in that particular line of business.

How to Help the "Poor Dictator"

34. I have often read in the *Gregg Writer* that a person should be able to transcribe his notes just as soon as the dictator is through dictating. I have always been in the habit of doing this at school, but on every attempt in the office I have failed, due to the fact that the grammar of my employer is poor. This causes a delay in my work, as I have to go over my notes and reconstruct the sentences. I would be very much pleased if the readers of the *Gregg Writer* would suggest some plan of arranging my notes while taking dictation so as to avoid the delay of reconstructing the sentence.

Mr. D. D. Lessenberry, Holden, W. Va., discusses this subject thoughtfully and helpfully:

This is not an altogether unique experience, for most stenographers find it necessary at times to change words used by their dictator. A lot of us have to deal with men who say "I seen," for instance, but this form need not be written in shorthand, for it is just as easy to write "I saw." If we have our thoughts on the work and are really interested in what the dictator is saying, we will be able to do this without any special effort. I do not believe our friend has been out of school very long, and it might help to suggest that he concentrate his mind more fully on what the dictator is saying. We can only approach perfection, in shorthand as with all things worth while, after years of hard work and experience, and you should not be discouraged if at the outset of your career you are compelled to rewrite letters.

When reconstructing sentences, however, we must not forget to allow our dictator the privilege of using his pet phrases. Whenever we take out these things we change the tone of the entire letter, thus losing the effect of the dictator's personality, which is certain to add to the attractiveness of the letter, even though his "grammar" may not be the very best.

The best suggestion I can offer on this subject is that he concentrate his mind more fully on the work and on what the man is saying, thus giving one the chance to get next to the business and also to be able to write more accurately the "correct" words instead of the "incorrect" words used by the one dictating. If this fails, there is one sure cure: A good stenographer should never worry about getting work, for there is plenty of it for the one competent. If one finds that he is being hindered in his progress instead of being helped, he should get a place where there is a chance for improvement. I know there are times when it may seem impossible, but even the "impossible" gives way to "there is always a way where there is a will."

On a question of this character we always find a personal experience particularly helpful. Mr. Roy R. Snyder, New Berlin, Ohio, writes of the method in which he met this problem in the beginning of his stenographic career. His suggestions are both practical and interesting.

The language used by my first employer in dictation contained a number of grammatical errors which he was very quick to notice when reading over the letters, and which were generally called to my attention with the request that I correct his English when not up to the standard. I then began the habit, which I still continue with good success, of staying a few words or even a sentence behind the dictator and taking down the dictation in correct English, reconstructing sentences as I write them, whenever necessary, always being careful not to change the meaning. This is soon done almost unconsciously, especially as the common mistakes of one person are generally of a similar character, and one learns to watch for them and write the sentences grammatically

correct without reducing the speed to any appreciable extent.

While the results may not at first be very satisfactory if the language is unreasonably bad, yet I believe that with persistency and practice this plan can be followed as successfully in most cases as it was in my own.

Another stenographer who, on the threshold of business life, was confronted by this difficulty is Miss Mabel E. Good, Chicago, Ill. Her solution is radically different from that of the readers quoted above. Her dictator was evidently of a different caliber!

I should like to meet the party that sent this inquiry, and shake hands with her, as in my first stenographic experience I had the same troubles. I followed this plan, and it covered the case very well: Take the dictation in the dictator's own language as nearly as possible, and if asked to read back, read it just as he gave it. That will generally please him better than if you gave it to him in correct English; then when you transcribe your notes, read ahead far enough to make the corrections.

All of this goes to show, among other things, the importance of studying your employer, of appreciating his strong points and of tactfully covering up his mistakes and correcting his errors. While speed and accuracy in shorthand and typewriting are of permanent importance in laying the foundation of a stenographer's success, there are many other qualities which make for the highest efficiency and verily the greatest of these is tact!



The "No Opportunity" Fallacy

35. What is the future of a young man who does nothing but stenography in a small concern, getting the same thing over and over again, with no time to increase his shorthand vocabulary?

The positive tone which the majority of our readers have used in discussing this question proves that they have little patience with the young man's point of view. Mr. C. V. Clippinger puts his finger on the root of the trouble and disposes of the "no time" plea.

No matter how busy a person may be, there are always odd moments that can be used for self-improvement along some particular line of endeavor. When I was pursuing the study of shorthand, I was busy all day with other work, yet I always found time each day for a little study and practice. I usually carried a Gregg Shorthand Dictionary and a Phrase Book in my pocket, and while riding on the train or

trolley or whenever I found a few minutes of leisure, I would improve the time by studying new words and phrases; I still keep this up and find it to be a wonderful help.

Then, surely, the young man can find at least one evening a week for study, and nothing will be of greater benefit than to take the *Gregg Writer* and practice all of the plates and exercises given each month.

Another good method of self-improvement is to go to some church on Sunday where the minister speaks at an ordinary rate of speed and try to take the sermon; keep this up Sunday after Sunday, and you will be surprised at the facility you will soon acquire in writing.

If the present position does not have any future to it, then follow the suggestions given and as soon as you are able, get a better position. The future to any young person in this line of work will be just what he makes it. Use the spare moments to advantage and success will surely crown the work.

The necessity for hard work and initiative in finding and making opportunities is emphasized by Mr. D. D. Lessenberry.

It is very evident the young man is not putting forth his whole effort to acquiring a better shorthand vocabulary. Few concerns, it matters not how small they may be, require an employee to work both day and night, and it might be well for this young man to only look into her eyes four nights a week and spend the other three with his shorthand. If his work is such that he does "the same thing over and over" and the boss shows no inclination to giving him a chance to "make good" at something more responsible, it would be a good thing for him to look out for another position.

But, first, he must be sure that he is a good stenographer. The world is full of so-called stenographers, but there is always room for the stenographer who can "deliver the goods." If he sees there is no future for him in his present position, the best thing is to get another, even if he must begin with a little lower salary, for we must not forget that "shorthand is a stepping-stone to greater things." One of the best examples of this is afforded by the life of President Wilson.

Practice! Write shorthand! Anything, just so you get the practice, for we never know what we will have to use. Write the *Gregg Writer* in shorthand for both the plates and the reading matter are good practice material, and I know of nothing better and more likely to increase the shorthand vocabulary. I am sure you can set the alarm clock for a half hour earlier than the usual time to get up, and then work, for the morning is the time to accomplish things.

If our friend is really trying to better his condition, he will make a time to increase his shorthand vocabulary, and unless he does this his future, not only with this small concern but with any concern, looks decidedly gloomy and discouraging.

Mr. Ralph Newman, too, believes that the difficulty is not with the position but with the man.

The future of the young man referred to does not appear very bright, for he evidently has very little initiative or "push."

There is little to be said in reply to this question. He can either change his position, or else find time to increase his shorthand ability.

It is not likely that he works from the time he gets out of bed in the morning until he goes back at night. Perhaps if he were to dispense with some of his social diversions, he would find time to increase his knowledge of shorthand—and also his salary.

The same point is further emphasized by Mr. Charles Gunther, Charleston, Mo.

In a case of this kind, the very best thing, it seems to me, would be to get with another concern where a larger vocabulary was used; but I would also advise that a person know himself to be proficient before taking such a step, for until a person gets familiar with the shorthand work, it is sometimes best that he have a great deal of repetition work.

In regard to not having time to increase the vocabulary: It has been said, "If we want time, we must make it." If you find your time so occupied that you do not get a chance to practice during the day, burn a little midnight oil, and "make time," until you get proficient enough to take a better position, and then I say, the sooner the better.

Among other contributors are Mr. H. E. Kemp, St. Louis, Mo.; Mr. R. P. Wood, Everett, Wash.; and Miss Helen Yungbluth, Marquette, Mich.

The Reading Habit

AMONG many discussions and comments on the recent articles which have appeared in this department on the subject of reading is one from Miss Florence Adams Chase of Chicago. The article is entitled "Mental Pabulum" and is interesting as showing the attitude of a cultured woman and an inveterate reader.

"Novels!" ejaculated the old gentleman contemptuously, "readin' novels is a pernicious, wicked waste of time. They are a pack of made-up, impossible lies, and put such highfalutin' ideas into a girl's head that she ain't satisfied with her surroundings. Nobody can suit her. Why, the reason my daughters are old maids is because they've read so many silly love stories that they expect a plum-ed knight on a white horse to come and carry them off to a castle!"

Now, the explanation of the above is that father belonged to a by-gone generation when books were scarce, and his daughters belonged

to this—the era of the “bachelor maid.” While they read whatever they wanted to, they incidentally worked in an office downtown and kept a comfortable home for father.

Now I wish to repudiate the implication that reading good literature makes one a less useful member of society. We needn't laugh at the old gentleman's logic; rather should we pity him for his lost opportunities. He has missed the fine flavor of some of the choicest viands at life's table.

Nothing is more characteristic of our present century than the abundance of books and periodicals—good, bad and indifferent. My experience with the young people of to-day is that they either read voraciously, incessantly and indiscriminately, or they read not at all. Hundreds of them don't read even the headlines of the daily paper. They “haven't time.” You don't need to spend all your spare moments on the newspapers nor should you make an attempt to read either a daily or a Sunday paper from cover to cover, but if you don't know something of how the world is making history, you are simply out of it when you get among thinking people.

Some little six-year-old boys were playing soldiers recently.

“Oh, you're a regular Turk!” exclaimed one.

“Turk? What's a Turk?” answered another.

“Why, don't you know about the war over in Europe that the Turks are having with the Balkans? And the Balkans have licked the Turks?” came the quick answer.

Boy No. 1 hadn't read the newspapers, but he is going to just as soon as he can. He isn't going to miss anything!

Moreover, a good newspaper or magazine contains much valuable information besides the latest news. If you aren't interested to know all you can about this wonderful old world in which we live, you are a back number.

Yet more interesting than science and inventions and statistics are people. “The proper study of mankind, is man,” said a great English poet. It is right here that good fiction gets in its work. If our environment is uncongenial, for a small sum we can buy or rent books that will utterly change it. They will transfer us to other scenes and times and we may associate with the finest personalities that have ever lived. When we take up the daily grind again, we will push ahead with renewed vigor because of our little mental vacation.

Have you access to a public library? If so, do you ever go to the “open shelf” and browse around, dipping into this book and that? It is a mistaken notion that one should perforce read every word of every book he comes across. You don't want to “pick” too much between meals so that you can't relish your dinner of substantial, but “browsing” is like going to a big reception where you have a few minutes' chat with each of many friends instead of a long visit with some special one. And it doesn't mean that you should read the first chapter and then skip to the last to see how the story turns out.

I always like to read title pages to see what

the author has written. Sometimes I read prefaces. I would not think of reading a book without knowing the author's name. I like to make new book friends, and it is a satisfaction to have them properly introduced.

One of the real secrets of the allurements of reading is that a book reflects its author's personality. He may write a thrilling romance that makes you afraid to turn out the light, or picture history graphically, or cause the breezes of the western plains and mountains to blow the cobwebs out of your mind, yet it is really the grip of the author's mind on you that holds you. Some of us have pretty shallow minds and the anchor of a good book may touch bottom and the rope coil up and tangle.

We need different books for different moods and occasions. Life has its troubles for all of us. A good sermon will give us the strength to bear our crosses. Reading “Mrs. Wiggs of the Cabbage Patch” is a sure cure for the blues. Vivid historical novels make us appreciate modern civilization. Clever flights of the imagination stimulate our creative faculties. Poetry is for our leisure moments. Reading good English unconsciously improves our own. As for me, I want the best there is in answer to my mental demands. How about you?



Referred for Answer

41. I am a stenographer with a number of years of successful experience in law and insurance offices. I wish to become a court reporter and would like advice about what course to pursue. How shall I practice and what shall I read? All suggestions will be gratefully received.

42. Will you please discuss this question in the next issue of the *Gregg Writer*? What educational qualifications are necessary for a position as teacher of shorthand and typewriting? I am a student using the Gregg system and began my study in September and would like to teach next fall.

43. John Smith of Savannah, Ga., sold George Allen of New York on April 1, 10 bales of cotton, the terms of the bill being 3%, 90 days, f. o. b. New York. If the goods were delayed in transit and did not reach Allen until May 6, could Allen redate the bill to the date that they were received so as to get the benefit of the 3% as well as 30 days' interest, or would he have to pay the bill without deducting the 3%. If the goods were lost in transit, who would have to make the claim on the railroad company, Smith or Allen? In other words, what is the full meaning of the term “f. o. b.”?

44. I should like to have discussed in the Question and Answer Department of the *Gregg Writer* various means of improving the memory. I find that most of my failures as a stenographer are caused by my inability to remember important details.

45. What is the plural for “tailor's goose,” and what is the origin of the word?

The Reporter and His Work

News and Suggestions of Interest and Value to the Shorthand Reporter. Conducted by Fred H. Gurtler, 1016 City Hall Square Bldg., Chicago, to whom all communications relating to this department should be addressed.

From Novice to Adept—IV

Speed

IN the third division of our hour of practice we shall devote our attention to speed. Before taking up its shorthand significance, let us refresh our minds on what speed really means. One definition of speed is "moving forward with dispatch or celerity." We do not get from that definition any suggestion of hesitation, confusion, inattention or inefficiency, but there is suggested to our minds promptness, swiftness, rapid performance.

Practical Application

All these suggestions are directly in point when applied stenographically. Speed is a result. It is the result of practice. We cannot unhesitatingly apply the principles of shorthand if we know very little about them. You cannot have much speed where there is hesitation. You have noticed the governor on an engine. It moves along briskly, in perfect balance and accord with its immediately surrounding parts. If you didn't oil it or if it got out of balance there would be jerking, irregularity, and presently your machine would be out of repair.

Bearing in mind the assumption that so far as this series of articles is concerned you really know the principles, it would seem then that speed in shorthand is directly connected with the ability of the hand to execute the shorthand forms without hesitating. The mind, when properly trained, transmits impressions just as rapidly as electricity carries impressions over a telegraph wire. Granting that you know your shorthand principles so well that immediately upon hearing any word in the language, the shorthand form is instantaneously communicated to the hand,

the time required for the physical execution of that form would determine your speed ability. To illustrate: it is possible to write some familiar phrase at over three hundred words a minute. The explanation of this great speed is for the most part your perfect familiarity with the form. You have no hesitation in executing the form because you know exactly what to execute.

Reason for Writing According to Principle

You may say you cannot memorize the forms for all the words in the language. Such a feat would be impracticable if you could accomplish it. We have been studying and writing the principles so as to attain a familiarity with them which would enable us to apply the word-building principles to the words we cannot remember. The principles of the system are possible of mastery, but to become really efficient and really expert in applying the principles in rapid writing a great deal of practice is necessary, which is one of the reasons why the following plan—known as the third period of our practice hour—has been arranged. You can't learn to apply these principles in the sense here referred to in the space of six months, but you can accomplish much in speed practicing in that time. Speed is the result of hard work; not something to be attained by mere thought and reflection.

With a thorough mastery of the principles and a perfect familiarity with the so-called wordsigns and common, everyday expressions, hesitation will be reduced to the minimum. The moment a word is heard, the trained mind will flash it to the hand, which, if you have developed executorial skill, will instantly write the sign for the word. In other words, the

• Jury Phrases—(Continued)

| | | | |
|----------|------------------------|----------|----------------------------------|
| <i>2</i> | As a rule | <i>1</i> | Did you ever (have) any |
| <i>4</i> | Personal injury | <i>1</i> | Did you ever have anything |
| <i>1</i> | Anything to do | <i>1</i> | Did you ever have anything to do |
| <i>2</i> | Were you engaged | <i>1</i> | Did you ever have any dealings |
| <i>2</i> | Question in my mind | <i>1</i> | Did you ever see |
| <i>1</i> | Any of them | <i>1</i> | Did you ever know |
| <i>2</i> | As to the law | <i>1</i> | Did you ever learn |
| <i>1</i> | From the Court | <i>1</i> | Did you ever think |
| <i>3</i> | If you have | <i>1</i> | Did you ever do |
| <i>1</i> | That the plaintiff | <i>1</i> | Did you ever do that |
| <i>1</i> | That the Defendant | <i>1</i> | Did you have |
| <i>1</i> | That the Complainant | <i>1</i> | Did you have any |
| <i>3</i> | Establish | <i>1</i> | Did you have anything |
| <i>1</i> | That the jury | <i>1</i> | Did you have anything to do |
| <i>4</i> | Sole judges | <i>1</i> | Did you have anything to say |
| <i>2</i> | If you think | <i>1</i> | Did you hear |
| <i>1</i> | How long have you been | <i>1</i> | Did you hear any one |
| <i>1</i> | In that department | <i>1</i> | Did you know |
| <i>1</i> | Previous to that time | <i>1</i> | Did you know him |
| <i>1</i> | Previous to the time | <i>2</i> | I have had |
| <i>1</i> | Always been | <i>1</i> | Anything of that kind |
| <i>1</i> | Did you ever | <i>1</i> | Anything of the kind |

nerves and muscles acting upon the stimulus of hearing the word execute it automatically.

Comparison

If you were studying to become a physician you would, without doubt, be graduated from a high school and then "start" on your special technical training which would include not less than three years in a medical college. When you had finished the course you would then serve an internship in some hospital where you would get the *practical experience* necessary to put into use the knowledge you had gained throughout your school period of theory. At the same time you would keep well informed of the progress made in medical science and surgery by attending lectures, and further continuing your special study. Eventually, you would announce yourself as a practitioner. Some day you would have a patient afflicted with a certain ailment which a veteran practitioner—from symptoms that had a definite meaning to him—would immediately diagnose. You would question him and from both your knowledge and experience would be able to tell what the difficulty was. Your diagnosis might be as correct as the veteran's; but, to make sure you would, on the first occasion at least, take the opportunity, before prescribing or recommending surgical treatment, to refer to your books or ask some doctor friend of yours who had had much more practical experience than yourself.

But in reporting cases in shorthand there is no time nor opportunity for consultation or research study. You may say that it is different with a doctor; that he deals with life. It is true that he does, but a court reporter deals with equally serious matters—life, liberty, and property. He has to recall how to write words and sounds not only instantly but rapidly and precisely. It is not merely words like "you" and "he" and "revolver" and "accident," but, for instance, in poison cases there is an enormous technical vocabulary used by toxicologists. Or, it may be that sanity experts are put on the stand; or, as in recent cases, thumb-print experts; or handwriting experts; or lock experts in burglary cases—or a hundred other kinds of experts may be introduced.























The stenographer in criminal work is dealing with the life and liberty of a fellowman; in civil work, with the property of his fellowmen, and without research, without hesitation, without guess work, without the opportunity for consultation, he has to record, and frequently at very high speed, what is often a more or less confused, presentation of a case in court. It is an exceedingly serious matter, and those engaged in the profession should not underestimate the training necessary to attain proficiency in the art of reliably reporting trials.

Right Beginning

Bearing in mind the suggestions given in our previous articles, we will start upon the speed phase of our work. Your speed in shorthand is that rate of writing at which you can make an *absolutely correct* transcript of your notes. That is your real speed from a practical standpoint. Let us assume that your present speed is eighty words a minute. Try about ten minutes' dictation of new matter varying from ninety to one hundred words a minute. Then read your notes carefully. Study them with sufficient care to know absolutely what your variation in style is under stress of rapid note taking. You must keep in mind all the while that you are preparing to write *more than one hundred words a minute*, and therefore your foundation must be thoroughly laid.

The next evening go through your preliminary exercise in the first and second divisions of the hour. When you come to the speed period, try the same matter which you wrote the evening before at ninety to one hundred words a minute. When you can write it at one hundred words and read your notes accurately and without hesitation, select several articles on different subjects and write them from dictation at the same rate of speed. When you are convinced that you can write any matter at one hundred words a minute and read it back, you are then ready for the next advance of twenty words a minute, which would be one hundred and twenty. This advance should be disposed of by the same method that was followed on the one-hundred-word-a-minute advance. The articles should be from five to ten minutes in

Jury Phrases—(Continued)

| | |
|---|-----------------------------|
|  | Nothing of that kind |
|  | Nothing of the kind |
|  | That is the only time |
|  | That is the only way |
|  | Not that I remember |
|  | We have no |
|  | We have no business |
|  | We haven't anything |
|  | Is there any doubt |
|  | To give us |
|  | To give us the |
|  | Square deal |
|  | Fair and square deal |
|  | Little bit |
|  | For that reason |
|  | You can give us |
|  | Much attention |
|  | Any attention |
|  | Pay any attention |
|  | Pay much attention |
|  | I didn't pay much attention |
|  | There will be |

length, preferably ten; that is, if your rate is one hundred words a minute, your practice article should contain from five to ten hundred words.

A Precaution

We must run up the red flag of danger right here. Don't be in a hurry to raise your speed. Remember that the physician didn't become a practitioner in a day; and you have even a greater degree of efficiency to attain than the doctor before you can be classed with experts. Make sure of every inch of your ground. If it requires a whole week of one hour a day, besides your regular shorthand work, to increase your speed from eighty to one hundred words a minute, it will be very remarkable, and more than can usually be expected. If on the same schedule it requires a month to raise your speed twenty words a minute, it would be remarkable. At that rate, in six months you would have a speed of two hundred words a minute. You cannot expect your speed to grow so rapidly or in that proportion. The higher the speed gets, the more difficult increase in it becomes. It will be wiser to take more time on the first twenty word increase, and practice on a wider range of subjects.

Build up a vocabulary and secure a good style of writing. Practice reading your own notes until you can read them like print. Read your notes written on practice matter as well as on new. And be sure that you are actually reading the shorthand and not depending upon memory. The oftener you read your notes the more familiar you become with the peculiarities of your "hand" at that speed. The outlines which give you trouble should be given special attention.

"Speedcholia"

"Speedcholia" is a malignant form of the disease known as failure. It is always fatal. It is only a question of time until the patient will succumb. Sometimes it takes an acute form and the patient lasts about a month; in violent cases, about a week; in others the disease lingers for years—but the end is sure. Here are a few of the symptoms of "speedcholia": a smattering of the theory, neglect to read notes, failure to study critically the pe-

culiarities of style in, high speed writing, imperfect mastery of the wordsigns and common phrases, irregularity of practice, an insatiable longing to write "fast" regardless of *style* and *accuracy*, indifference to the suggestions of those who have been over the ground, and, fundamentally, a lack of understanding and an inability to apply the principles of the system of shorthand written.

How it Works

These articles will appear monthly. Aim to increase your speed ten words a month. No matter how fast you write now or how fast you *think you write*, return to the point at which you can take difficult solid matter and transcribe it without an error, even if it takes you back to forty words a minute. If you had to go back to that point, in two years you would have a speed on solid matter of two hundred and eighty words a minute which would qualify you for the most difficult reporting job in the United States.

Each month suggestions will be given to help you with the speed problem, and to aid you in your reportorial course of training. There will be articles on the causes of hesitation, on methods of execution, on economy of time and energy, on difficulties in reading and their solution, on how and when to abbreviate outlines, and on many other subjects of vital importance to you.

A Correction

IN giving additions to our list of Gregg reporters in the March issue, we regret to say that the name of Mr. Fogelberg was included, as we have learned that Mr. Fogelberg is not a writer of Gregg Shorthand.

The lady entrusted with the keeping of these records saw a notice of the appointment of Mr. Fogelberg in the Gem City magazine, and as the Gem City Business College teaches Gregg Shorthand, she assumed that Mr. Fogelberg was a writer of our system and added his name to the list. In doing this she acted contrary to our explicit directions that personal confirmation must be obtained before any name is added to the list of reporters—but we

have forgiven her this time and trust that Mr. Fogelberg will also do so.

Mr. Fogelberg, we understand, is a writer of the Graham system, which was taught in the Gem City Business College prior to the adoption of Gregg Shorthand.

We shall appreciate the assistance of our readers in keeping our list absolutely authentic.

Comes Back at Witness

At a trial in Court in answering a question the witness nodded. The court stenographer, who was being crowded to get all the volcanic cross-examination, and did not see the witness, at once demanded, "Answer that question." I did answer it," said the witness, "I nodded my head." The stenographer came right back with, "Well, I heard it rattle, but could not tell whether it was up and down or from side to side."

Phrases

THE phrases given below will be of special interest to those reporting court cases ordinarily called "personal injury" cases. These expressions are spoken with one impulse of the voice. They are asked in every case of almost every witness in a great variety of questions. These phrases are so suggestive, brief and legible that further introduction seems unnecessary.

- When did the accident happen?
- Where did the accident happen?
- How did the accident happen?
- When did the accident occur?
- How did the accident occur?
- Where did the accident occur?

"Scatter your energies, and power wanes."

Get What You Want

GET what you want in this world. It's here waiting for you. All you have to do is to reach for it. If you reach hard enough and far enough and long enough, you'll get it, no matter what it is you want.

Suppose you are foolish enough to want great wealth. You can get it. But to get it you must make up your mind that you want wealth, that you want it above everything else in the world.

Observe an industrious alien with a push-cart. He wants a thousand dollars. He sleeps in a cellar. He rises at four. He works till ten at night. He denies himself food to save. Some day he will have his thousand dollars.

"But," you protest, "I can't sleep in a cellar. I'm above running a push-cart." Very well, then. There is little likelihood that you will ever be rich. There are other things that you want more than

wealth—your comfort, your social position.

Suppose you are more sensible. Suppose it is success you want. Good! There are few joys in this world that can compare with the joy of achievement. Set your mark and start climbing toward it. You'll reach it if you keep at it. Be persistent and be patient. If you are in Maine you can't wish yourself in California. You can't get there overnight, either. But you'll get there sometime if you start and keep going, even if you go on your hands and knees.

But remember this: No man ever climbs higher than the mark he sets himself. No man ever reaches the top walking sideways. No man achieves who keeps turning back.

And one thing more:

Pick your apple carefully before you start to climb the tree. Some apples are sour.



Keys to Last Month's Shorthand Plates

President Wilson's Inaugural Address

There has been a change of government. It began two years ago, when the House of Representatives became Democratic by a decisive majority. It has now been completed. The Senate about to assemble will also be Democratic. The offices of president and vice-president have been put into the hands of the Democrats. What does the change mean? That is the question that is uppermost in our minds to-day. That is the question I am going to try to answer, in order, if I may, to interpret the occasion.

It means much more than the mere success of a party. The success of a party means little except when the nation is using that party for a large and definite purpose. No one can mistake the purpose for which the nation now seeks to use the Democratic party. It seeks to use it to interpret a change in its own plans and point of view. Some old things with which we had grown familiar, and which had begun to creep into the very habit of our thought and of our lives, have altered their aspect as we have latterly looked critically upon them, with fresh, awakened eyes; have dropped their disguises and shown themselves alien and sinister. Some new things, as we look frankly upon them, willing to comprehend their real character, have come to assume the aspect of things long believed in and familiar, stuff of our own convictions. We have been refreshed by a new insight into our own life.

We see that in many things that life is very great. It is incomparably great in its material aspects, in its body of wealth, in the diversity and sweep of its energy, in the industries which have been conceived and built up by the genius of individual men and the limitless enterprise of groups of men. It is great, also, very great, in its moral force. Nowhere else in the world have noble men and women exhibited in more striking forms the beauty and the energy of sympathy and helpfulness and counsel in their efforts to rectify wrong, alleviate suffering, and set the weak in the way of strength and hope. We have built up, moreover, a great system of government, which has stood through a long age as in many respects a model for those who seek to set liberty upon foundations that will endure against fortuitous change, against storm and accident. Our life contains every great thing, and contains it in rich abundance.

But the evil has come with the good, and much fine gold has been corroded. With riches has come inexcusable waste. We have squandered a great part of what we might have used, and have not stopped to conserve the exceeding bounty of nature, without which our genius for enterprise would have been worthless and impotent, scorning to be careful, shamefully prodigal as well as admirably efficient. We have been proud of our industrial achievements, but we have not hitherto stopped thoughtfully enough to count the human cost, the cost of lives snuffed out, of energies overtaxed and broken, the fearful physical and spiritual cost

to the men and women and children upon whom the dead weight and burden of it all has fallen pitilessly the years through. The groans and agony of it all had not yet reached our ears, the solemn, moving undertone of our life, coming up out of the mines and factories and out of every home where the struggle had its intimate and familiar seat. With the great government went many deep, secret things which we too long delayed to look into and scrutinize with candid, fearless eyes. The great government we loved has too often been made use of for private and selfish purposes, and those who used it had forgotten the people.

At last a vision has been vouchsafed us of our life as a whole. We see the bad with the good, the debased and decadent with the sound and vital. With this vision we approach new affairs. Our duty is to cleanse, to reconsider, to restore, to correct the evil without impairing the good, to purify and humanize every process of our common life without weakening or sentimentalizing it. There has been something crude and heartless and unfeeling in our haste to succeed and be great. Our thought has been "Let every man look out for himself, let every generation look out for itself," while we reared giant machinery which made it impossible that any but those who stood at the levers of control should have a chance to look out for themselves. We had not forgotten our morals. We remembered well enough that we had set up a policy which was meant to serve the humblest as well as the most powerful, with an eye single to the standards of justice and fair play, and remembered it with pride. But we were very heedless and in a hurry to be great.

We have come now to the sober second thought. The scales of heedlessness have fallen from our eyes. We have made up our minds to square every process of our national life again with the standards we so proudly set up at the beginning and have always carried at our hearts. Our work is a work of restoration.

We have itemized with some degree of particularity the things that ought to be altered, and here are some of the chief items: A tariff which cuts us off from our proper part in the commerce of the world, violates the just principles of taxation, and makes the government a facile instrument in the hands of private interests; a banking and currency system based upon the necessity of the government to sell its bonds fifty years ago and perfectly adapted to concentrating cash and restricting credits; an industrial system which, take it on all sides, financial as well as administrative, holds capital in leading strings, restricts the liberties and limits the opportunities of labor, and exploits without renewing or conserving the natural resources of the country; a body of agricultural activities never yet given the efficiency of great business undertakings or served as it should be through the instrumentality of science taken directly to the farm, or afforded the facilities of credit best suited to its practical needs; watercourses undeveloped, waste places unreclaimed, forests untended, fast disappear-

ing without plan or prospect of renewal, unregarded waste heaps at every mine. We have studied as perhaps no other nation has, the most effective means of production, but we have not studied cost or economy as we should either as organizers of industry, as statesmen, or as individuals.

Nor have we studied and perfected the means by which government may be put at the service of humanity, in safeguarding the health of the nation, the health of its men and its women and its children, as well as their rights in the struggle for existence. This is no sentimental duty. The firm basis of government is justice, not pity. These are matters of justice. There can be no equality of opportunity, the first essential of justice in the body politic, if men and women and children be not shielded in their lives, their very vitality, from the consequences of great industrial and social processes which they cannot alter, control, or singly cope with. Society must see to it that it does not itself crush or weaken or damage its own constituent parts. The first duty of law is to keep sound the society it serves. Sanitary laws, pure-food laws, and laws determining conditions of labor which individuals are powerless to determine for themselves, are intimate parts of the very business of justice and legal efficiency.

These are some of the things we ought to do, and not leave the others undone, the old-fashioned, never-to-be-neglected, fundamental safeguarding of property and of individual right. This is the high enterprise of the new day: to lift everything that concerns our life as a nation to the light that shines from the hearthfire of every man's conscience and vision of the right. It is inconceivable that we should do this as partisans; it is inconceivable that we should do it in ignorance of the facts as they are or in blind haste. We shall restore, not destroy. We shall deal with our economic system as it is and as it may be modified, not as it might be if we had a clean sheet of paper to write upon; and step by step we shall make it what it should be, in the spirit of those who question their own wisdom and seek counsel and knowledge, not shallow self-satisfaction or the excitement of excursions whither they cannot tell. Justice, and only justice, shall always be our motto.

And yet it will be no cool process of mere science. The nation has been deeply stirred, stirred by a solemn passion, stirred by the knowledge of wrong, of ideals lost, of government too often debauched and made an instrument of evil. The feelings with which we face this new age of right and opportunity sweep across our heartstrings like some air out of God's own presence, where justice and mercy are reconciled and the judge and the brother are one. We know our task to be no mere task of politics, but a task which shall search us through and through, whether we be able to understand our time and the need of our people, whether we be indeed their spokesmen and interpreters, whether we have the pure heart to comprehend and the rectified will to choose our high course of action.

This is not a day of triumph; it is a day of dedication. Here muster, not the forces of party, but the forces of humanity. Men's hearts wait upon us; men's lives hang in the balance; men's hopes call upon us to say what we will do. Who shall live up to the great trust? Who dares fail to try? I summon all honest men, all patriotic, all forward-looking men, to my side. God helping me, I will not fail them, if they will but counsel and sustain me!



Miscellaneous Correspondence

RAILROAD.

Mr. E. L. Southern,
Auditor, Freight Receipts,
Chicago, Illinois.

Dear Sir:

Our agent at Sand Point has performed some switching for the Spokane International Railroad, for which he has made no charge, the service having been noted by our traveling auditor and a charge made in this month. The switching was performed in July, August and September, and the amount due from the above company is \$36.00.

Our agent has been unable to collect the amount from the agent of the Spokane International Railroad, and I wish to ask you if you have made any arrangements with the auditor of that company for auditing of his statements.

Yours truly,

REAL ESTATE.

The Coke Land Company,
Trinidad, Colo.

Gentlemen:

Enclosed herewith find our draft to amount \$86.16, which you will kindly apply on the August Bentley contract, hereto attached.

The interest now due has already been paid as per letter attached.

Kindly receipt for the interest and principal payments on the enclosed contract and return letter and contract to Mr. Bentley. Prompt attention will be appreciated.

Very truly yours,

REPORTING.

Messrs. Marquette and Kleinsmith,
Guthrie, Okla.

Gentlemen:

I am just in receipt of your letter asking when I can furnish a transcript in the case of Hosmer vs. Kelley. As there will be no court during the month of May, I expect to be able to deliver all transcripts ordered not later than the 30th of May. I have only two cases to get out before yours; one is a larceny case and the other an assault and battery case, and neither one is very long. It will be impossible for me to say positively, but I will try to get yours out by the 5th of May, and in any event not later than the 15th. I trust that this will be satisfactory to you. It is the best I can do,

much as I should like to hand you the work at an early date.

Very sincerely yours,

COMMISSION.

Mr. C. A. Lindsay,
Valley Junction, Wis.

Dear Sir:

We enclose you herewith check and account sales covering your shipment and three barrels of poultry on the 7th inst.

We are sorry to say that this poultry was not at all what it should have been. Dressed poultry in order to secure a good price should be properly dressed and thoroughly cooled off before it is packed. Unless these rules are complied with it is impossible to realize a good price. In a case like this, the commission man is often the person blamed, whereas the real blame falls entirely on the shipper. He is the one that should see to it that the poultry is properly killed and packed. We enclose you one of our circulars, on the back of which you will find directions for dressing and shipping poultry.

The market continues good, and we trust that you may see your way clear to make us another shipment in the near future.

Yours very truly,

PUBLISHING.

Mr. Charles W. Dumont,
Racine, Wis.

My dear Sir:

We are interested to know whether you include law instruction in your course of study. We have published a new text-book series for students that we believe would prove a valuable aid to you and on which we should be willing to make you a proposition that would enable you to place the books in your library for the use of your students at a very slight expense.

We shall also appreciate it if you will send us a list of your last year's graduates.

Thanking you in advance for this courtesy, and hoping to hear from you at your earliest convenience, we remain

Very truly yours,



I Am Determined

To respect my work, my associates and myself; to be honest and fair with them; to be a man whose work carries weight, to be a booster, and not a knocker, a pusher not a kicker, a motor not a clog; to base my expectations of reward on the solid foundation of service rendered; to be willing to pay the price of success and honest effort; to look upon my work as an opportunity to be greeted with joy and made the most of and not a painful drudgery to be reluctantly endured.

To remember that success lies within myself, my own brain, my own ambition, my own courage and determination; to expect difficulties and force my way through them; to turn hard experiences into capital for future struggles; to interest myself heart and soul in the achieve-

ment of results; to be patiently receptive of just criticism and profit by its teaching; to treat equals and superiors with respect and subordinates with kindly encouragement; to make a study of my business duties, to know my work from the ground up, to mix brains with my efforts, to use system and method in all I undertake; to steer clear of dissipation; to guard my health of body as my most precious stock in trade.

Finally, to take a good trip on the joy of life; to fight hard against my own weaknesses and endeavor to grow in business capacity and as a man with the passage of every day of time. —*Life*.



An April Fool

John Morley, Esq., descended the front steps of the brownstone house which his father had left him and discovered that some roisterer of the night before had dropped a dilapidated derby hat on the lower step. In disgust John Morley, Esq., kicked the hat off the step—and nearly broke his foot.

"April Fool!" shouted a happy voice from behind a neighboring tree.

John Morley, Esq., limped slowly down to the office, where he was trying to live up to his title "Esquire," in the periods when he was not at one of his various clubs. On the door was a sign, "Mr. Downs is out for the day." "Heavens! Downs off to-day and the Miller case coming up." He opened the door and went in. On the inside the card merely said, "April Fool." The office boy was busy dusting a chair.

"Miss Howland," he said to his stenographer, who was there before him as fresh and dainty as the daffodils on her desk, "take this letter."

"What date is it?" he asked absent-mindedly and then checked himself, but too late.

"April first," she replied. The answer irritated him more than he could understand. "Drat 'April first.' Why this was the day—I have changed my mind," he said, "I'll not dictate. Bring me my mail."

The top letter was dainty. Stenographers always pile the dainty ones on top. He opened it, catching as he did a familiar fragrance. All that it said was contained on the inner page. It read, "My dear Mr. Morley: Who is it never gets fooled? Yours, J. O. Ker."

"For heaven's sake!" he burst out, and went out and shut the door. That was why he did not see Miss Howland—Mildred Howland he always called her in his mind—laughing at him. But how could she help it? She had known John Morley from the time he was a boy. And he was so dignified! It would be a hard day for him, she knew, at the hands of his friends. And none the less hard because he really was making grand headway against his besetting fault of a trifle too much dignity. Morley went to his favorite club. The first cigarette a friend offered him exploded. Presently a servant brought him a telegram, which turned out to be blank. In a fit of absent-mindedness he

tried to pick up a half dollar left lying on the table. It was glued on. So it went all day. It was as if all the fools in creation had mapped out the campaign with fiendish ingenuity. By late afternoon he was back, literally hounded back, to the office. Mildred Howland was there, as trim and fresh as in the morning. Her look was as balm to his feverish and outraged soul. He could have punched himself for not spending the day at the office instead of putting himself in the way of his loving friends all day. So he began where he left off.

"Miss Howland," he said, "I want you to take a letter."

"It is April first," he said by way of introduction, and she gave a little sideways glance of quick sympathy for his hurt feelings. But he did not see it—or would not.

"Never mind the address just now," he said, and began:

"My dear:"

Miss Howland started involuntarily, but he did not notice, merely repeating the phrase as if he liked it: "My dear: It is April first. I did not think of it when I arose this morning because I had something else on my mind. But the fact has been borne in on me during the day. I am, as far as I could keep count, just thirty-two different kinds of a fool. I would be another kind, however, if I let a little mental and physical torture drive away that matter I had on my mind this morning. Would you mind, therefore, if it did happen to be April Fool's Day that I had picked out to ask you to be the wife of John Morley, town fool? If you do, say so, and I will just put this note down as the last joke of the day—and the saddest of all."

"Have you got that down?" asked John Morley.

"Yes," said Miss Howland, and her lip trembled a little. "Now to whom shall I address it?"

"Address it to one Mildred Howland, City."

The little notebook with its shorthand signs slipped from her hands to the floor. She looked at him with a startled question, half-terror in her eyes.

"It must have been a hard day to drive you to this," she remarked teasingly. "And to think that I started it with that foolish note!"

"Oh, no you didn't," he protested; "there was a brick before that. But you haven't answered my letter."

"I guess it isn't necessary," she remarked.

And then if they both acted a little foolishly it was only to be expected considering the date. —From "The Idea," Providence, R. I.



The Point of View

There is a scene in Marlowe's "Doctor Faustus" in which the great doctor, wishing to show his power, asks a duchess what dainty she most desires. It being then mid-winter, she considerably chooses "a dish of ripe grapes." Nothing daunted, Faustus produces

the grapes, and the duke exclaims, "Believe me, Master Doctor, this makes me to wonder above the rest, that being in the dead time of winter, and in the month of January, how you should come by these grapes," while the delighted duchess chimes in, "Believe me, Master Doctor, they be the best grapes that e'er I tasted in my life before."

The passage often comes to my mind as I glance at the show windows of some "high-class" grocery, and realize that if the play were rewritten strictly up to date Faustus would have to produce something much more spectacular than grapes in January in order to rouse even a passing comment.

I wish it were not so. Not that I begrudge the duchess her grapes, or Faustus his chance to show off. They meant no harm. But against the tendency that they represent I protest. "That they should bring forth their fruits in due season." This embodies an older idea, and to my mind a better one. I am not prepared to defend everything in the original plan of the world—many things have been and many things can be improved. But this part of the arrangement always seemed to me, in its main outlines, very good.

"In their season." That, to my mind, means strawberries in June and blueberries in July and huckleberries in August. And when I encounter strawberries in January, blueberries in March, and raspberries in December I feel deeply irritated. I do not want all my seasons jogging my elbow at once. It makes me think of a certain sort of boarding-house table, under "liberal" management, where every day one is given six different vegetables, and mostly the same six. Far better one each day for six days, and a chance between to forget it.

I like my spring mud in March, my roses in June, my apples in September, my sleet and snow in January—all things in their own place. The time for winter seems to me to be the wintertime, and springtime, I am profoundly convinced, is the time for spring. For one of the most joyous things about spring is that it comes after winter. Cayenne on the tongue, it is said, gives zest to champagne. Reversing the temperatures, winter gives zest to spring. What can it mean, I wonder, to countries who do not have to tussle through a New England winter? And, conversely, should we enjoy the cosiness and intimacy of winter if we had not had the great, wide summer to play in first?

Children understand these matters. Look how they take their sports! When the winds of March bluster round our house-corners, it is the time for kites—kites they must have. The cloud-swept skies are full of them—green diamond kites, red and yellow Japanese kites, big modern box kites, old-fashioned brown paper kites with long wagging tails, sensitively responsive to every stimulus. For a brief season they live overhead, riding still and calm, or performing wild antics, according to the wind or their own inherent nature. Then their time is past, leaving its traces only in the sorry remnants that nest in the tree-tops or—

What We Have Done

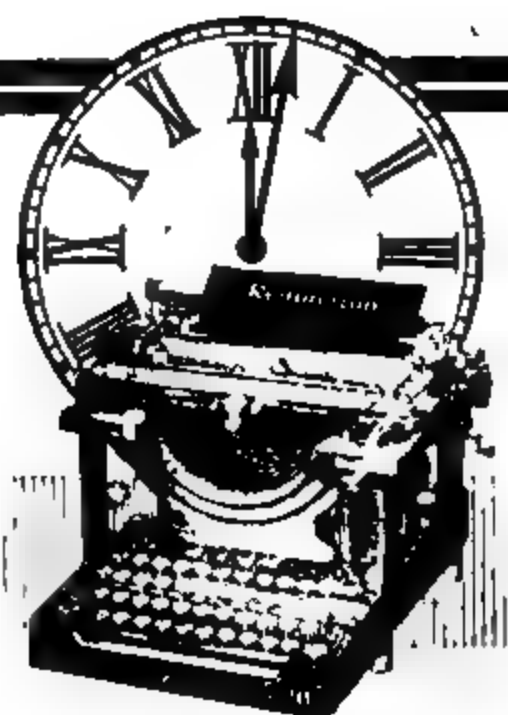
We are told that a man in Philadelphia invented an engine by which he proposed to propel vessels through water against wind and tide by the aid of steam. He was laughed at. "Propel vessels against wind and tide! Perfectly ridiculous!" He exhibited his diagrams, plans, and models. The whole thing was looked upon as a palpable absurdity, and the man as a monomaniac. He was treated as you would now treat the man who expends fifteen hours out of twenty-four in trying to discover perpetual motion. He died in Kentucky, and during his last illness one of his friends, stooping over him, said, "Is there any request you have to make?" "Yes," he said, his eyes brightening, "I have a last request to make. When I die, bury me by the banks of the Ohio, that in after years my spirit may be soothed by the songs of the boatmen and the music of the steam-engine, as the vessels pass and repass, conveying the products of one clime to another." His friend turned away, exclaiming: "Poor fellow! He is crazy yet. What a pity! He dies of the one-idea disease." One-idea disease! His mind was like a mountain top towering above its fellows, catching the first beam of the morning light, and basking in the full sunshine, while those in the valley were shrouded in gloom. When men first agitated the railroad scheme, they were laughed at. "Railroads! How in the name of common sense can you build a railroad? We are willing to believe anything in reason, but how can you ascend a hill with a railroad? Why, some of these fanatical fellows talk of going at the rate of twenty miles an hour! At such a break-neck speed they would endanger the lives of all the passengers." One gentleman in England, now an earl, said, "They talk of bridging the Atlantic by steam; I will eat the boiler of the first steamboat that goes across the Atlantic." Steamers are crossing daily, but I have never heard that the gentleman has eaten a boiler. You will see in a railway-train the lawyer looking over his brief; the minister studying his next Sunday's sermon; a couple in a corner talking soft nonsense, and nobody thinks of breaking necks now. Perhaps, too, you will see a couple of the most inveterate grumblers the world ever produced, men who battled to the very last against granting the charter. "We are a wonderful people, aren't we?" says one. "Yes, we are an astonishingly wonderful people; this is an age of progress, sir. Why, I remember when we were two weeks in performing a journey which is now accomplished in twenty-four hours." Yes, it is "we" now. Why? Because the work is done; because the plan is carried out, and proved to be popular. Plenty of men oppose a thing until it becomes popular; then they will ride on a railway that others have built in spite of them, drawn by a locomotive other men have made in spite of opposition and ridicule, and then have the impudence to say, "We have done it."

Diamonds

[illegible]

Silk

The silk is a fine, soft, and lustrous fabric, made from the cocoons of the silkworm. It is known for its smooth texture and elegant appearance. The process of silk production involves rearing silkworms on mulberry leaves, harvesting their cocoons, and spinning the threads into yarn. Silk is commonly used in high-quality clothing, such as dresses, blouses, and ties, as well as in home furnishings like curtains and bedding. Its durability and resistance to wrinkles make it a popular choice for formal wear. The color of silk can range from natural white to various shades of color, depending on the type of silkworm and the dyeing process. The fabric has a long history and is highly valued for its unique properties and aesthetic appeal.



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The Gregg Writer

Vol. XV

CHICAGO, JUNE 15, 1913

No. 10

The Silver Jubilee of Gregg Shorthand

By Rupert P. SoRelle

MR. GREGG is sailing over the ocean on his way to Europe and I can write this—including the personal references to him—without fear of the editorial blue pencil. The editorial wrath that may come smashing down upon my head later is something for the future—but let the future take care of itself!

The opportunity to write unrestrainedly and enthusiastically about a subject that touches the life interest, the heart and affections of so many thousands, is one not to be neglected even though the wrath of the gods be called down upon our heads.

This is to be an appreciation of Mr. Gregg by one who knows him, and one, also, who knows that he shrinks from personal laudation. But when a man has become a benefactor of humanity, he must expect that his admirers and the beneficiaries of his genius will praise him—and likewise that his enemies will try to destroy him. And there have been enough of the latter, you know, and we all know—not real enemies, but simply those who did not understand his work and, blinded by bias, fought it.

The 25th Anniversary of the publication of Gregg Shorthand in any form, and the 20th Anniversary of its publication in America, will be celebrated at the G. S. A. Convention in Chicago, August 11-15.

That is a simple announcement, but what a wealth of meaning it ought to carry to every writer of Gregg Shorthand! It marks the birthday anniversary of an art we have all learned to love—an art that has been so woven into our lives as to become really part of it, and *intimately* a part of us because of our daily use of it. As we sit at our desks using it day after

day, we rarely think of how deep a hold it has upon us, of its real meaning to us. We accept it as a fact—as we accept electric lights, the automobile, swift transportation and the luxuries of life that were unknown a few years ago—go on using it, never stopping to think of the struggle back of it, the genius that created it, the burning of midnight oil, and the hardships that made it possible for us. Only those who have had experience with the old and crude forms of writing really are able to appreciate their release from thralldom.

It is by comparison that we are able to appreciate our good fortune. The man who has tasted slavery knows the meaning of freedom.

Gregg Shorthand was not the fruit of inspiration—something that was created, full-powered and complete in the mind of the author. It was the work of the mind of a man who saw clearly and worked skilfully, unceasingly, with his heart in it. Its perfection was the ideal of a youth.

The germ of the idea was planted in the youthful brain at a time when the constructive faculty is burning with the desire to create, when the brain is pregnant with ideas and the heart is potent with ideals—when the sordid things of life are yet in the distance far beyond the range of vision—when ideals must find expression, when the heart and brain and courage are equal to the occasion, when everything is fine and beautiful and heroic. That is why Gregg Shorthand is beautiful; why it is effective; why it is expressive of the truth—for *accuracy* is but the faithful expression of truth; why it is swift, and why it has taken hold of the thousands who know it with a grip that cannot be broken.

JOHN ROBERT GREGG
(10 years old)

But when Gregg Shorthand became a fact—when its author had completed it, tested it and found it measured up to his ideals, never doubting, in the enthusiasm of youth, that it would be received at once at the value he placed upon it—the struggle that tested the courage and the heart of the man began. An old-time system was already entrenched in England, where Mr. Gregg started to enlighten the world. Everybody knew shorthand or knew about it, and had become inured to the hardships of the old systems—and the world likes to fight for what is. Those were days that would have discouraged a man with less faith, less optimism, less courage. Be it said to his credit that he never wavered. There was the red fighting blood of the Irish in his veins, and there coursed in them also the able blood of the Scotch—the latter term being synonymous with *determination, tenacity*.

The acceptance of his system was not rapid enough to satisfy youthful ideals. What was more natural than that he should turn to America the big, free, untrammelled country of the New World where precedent counts for naught, where all that was demanded was efficiency, where the country was seething with the activity of youth, where opportunity lay at every hand?

I wish I could present to you the picture of the youth that stepped off the ship at Boston that memorable day in 1893! The old Boston that showed her independence by tossing the English tea chests into the Bay was a more conservative Boston then. It is a fact in human experience that the older a community grows the more conservative it becomes. It gets into its little rut. Its people wear the same kind of clothes, think the same kind of thoughts, sing the same songs, eat the same brand of beans, and reap satisfaction from doing things exactly as they were done by their forefathers. It runs to the refinement of things that *are*, rather than to the trial of things that *might be*. It is the infusion of new blood that blazes the way for new achievements.

Gregg Shorthand did not take the Boston of 1893 by storm. A radical idea,

however promising or demonstrably good, must face a solid front of conservatism—and conservatism is nearly always in the majority. Besides, that was a panic year. It was not a propitious year for the introduction of a new shorthand system by an unknown young man. Men and women were out of employment; business had drawn itself back into its shell. What was the use of spending good money for learning to render a service for which there was no demand? But many advocates were won, and be it noted to the credit of the good sense of these early Boston teachers, that they took up Gregg Shorthand then and have forever since been fighters for the cause.

These pioneers did a great work for it—as other pioneers in other parts of the country have done—and all credit to them. They paved the way for others to follow; they inspired the man with the ideal to keep hammering away.

Those were heartrending days for the young man with a mission—the mission of revolutionizing the quick writing of the people. They tried his courage to the core.

It is not easy to try to realize an ideal with a stomach that is crying for entertainment. But there

was yet the big city of Chicago—with its World's Fair—throbbing with the life and vitality of the Middle West that appealed to the imagination. If there was a place on the continent that would turn an ear to listen to the aspirations of a man with something really worthwhile, it was the big city on Lake Michigan where you and I and all the rest of the great family of Gregg writers will meet this summer to shake hands, fraternize, and do honor to the man who stuck to an ideal that is to-day your ideal and mine—who dreamed about it, worked for it, fought for, starved for, and finally won. Chicago responded nobly to the call of Gregg for recognition. Then began the movement that has extended to all parts of the world—which is proof enough that the ideal was correct.

The same ideals that spurred Mr. Gregg on in the perfection of the system and in showing the world how it would be benefited by the adoption of it, led him to turn

JOHN ROBERT GREGG
(90 years old)

his mind toward the problems of teaching. Thousands of teachers in this country owe much to him for the advancement of teaching methods in shorthand. Their work has been made less arduous and more productive through the thought, the time, the energy and the spirit of service-giving that Mr. Gregg has brought into the problem of teaching. Indirectly, but none the less surely, has every writer of the system been benefited by it. That his work in this direction has been so fruitful, he himself says is the direct result of the encouragement, the inspiration and the idealism of the teachers of Gregg Shorthand in all parts of the world. Every teacher knows Mr. Gregg's friendship for the teachers—knows that their interests have always been his.

Mr. Gregg has done a great work—and is still doing it. Every writer of the system has benefited by it. Even now he has gone back to the scene of his early activities in the cause of Gregg Shorthand to start the fight all over again there—but this time with a big army of loyal advocates back of him both here and abroad. Isn't that typical of the man? It is an action that is fraught with dramatic possibilities. He will win the fight there—poetic justice demands it—you know it and I know it, and you know down deep in

your heart that you are applauding it and have applauded his fight all along.

With all that Mr. Gregg has done for the cause of shorthand progress—has done for us, personally and collectively, in providing us with an instrument for honorable service in the world's work—can we do less than to honor him at Chicago at this Jubilee Celebration?

We can meet in Chicago and show the true Gregg spirit—a spirit that is already known throughout the world.

We can give aid to Mr. Gurtler and the other executive members of the Association by helping to swell the membership of the Association to the limit.

We can show Mr. Gregg by our personal presence that we appreciate his great work.

And those who cannot do this can show their appreciation by enrolling their names upon the Jubilee Roll.

I am one of those who believe in honoring a man while he is alive—when he can appreciate it. It is all right to honor a man when he is dead, to erect monuments to him, to place his bust in the Hall of Fame—but that doesn't mean much to him *then*. It is a warm hand-shake of *now* that has the real meaning.

Let us meet in Chicago, August 11-15.

JOHN ROBERT GREGG.
(As he is to-day)



TRUE importance is always simple. The large duties, cares and responsibilities of those seeking to do great things give them natural dignity and ease. They have the simple grace of the burden-bearers of India who carry heavy loads on their heads, and, in the carrying learn how to carry them, erect—with fearless step. There is in them no trace of the pose, of the strenuous. Men of serious effort think too much of their work to think much of themselves. Their great interest, enthusiasm and absorption in their world of fine accomplishment eclipse all littleness. They are living their life—not playing a part. They are burning incense at the shrine of a great purpose—not to their own vanity. They ever have poise—not pose.—*William George Jordan.*

A Letter from President Gill of the E. C. T. A.

To the Members of the Eastern Commercial Teachers' Association

WHEN Bayly said, "Absence makes the heart grow fonder," he must have been anticipating my experience of 1913. You see I have been a member now of the E. C. T. A. for about twelve years, and was never able to get within gunshot of the presidency, but at the very first convention that I missed, and when I was a thousand miles or more away from the base of intrigue, my friends, or rather my enemies, elected me to this exalted though burdensome office. Now, I must make the best of it, so with feelings of trepidation, relieved by a heartfelt appreciation and gratitude, I am taking off my metaphorical coat, rolling up my sleeves and pitching in to help you make this year a memorable one in the life of our most worthy body.

At the outset, let me beseech you to begin pouring in suggestions to my office to be of service to your Executive Committee throughout this term and particularly for the centralization of the year's thought and doings at the Easter convention of 1914. Depend on it that your ruling authorities are going to give the next convention a great deal of thought. While they will not strain for novelties and innovations, yet they are going to delve to the very bottom of this thing, and if they can do anything which has not been done or leave undone that which has been done in a way that will make for the success and brilliancy of the next convention, they are going to do it with invincible faith in the propriety and effectiveness of their conclusions. In harmony with this sentiment from Lincoln, "We shall have heard and talked over and considered it until we are now all of the opinion that we are on the ground of unquestionable right. All we have to do is to keep the faith, to remain steadfast, and to stand by our banners."

Don't forget that we are a pretty big factor in the commercial and school life of our one hundred million of population. During the past fifty years, the faith and courage and educational vision of the com-

mercial teacher have made others note and emulate us as we were blazing trails for the guidance of posterity, and this we can only continue to do when we appreciate the fact that in a "multitude of counselors there is safety." You and I should feel proud that we have lent, not only our membership, but also our influence to the advancement of our craft through the organized force and propaganda of the E. C. T. A. I can't understand how any fellow-worker can feel big enough to justify his trying to get along without the co-operation and encouragement of the other fellow. So don't be satisfied that you are within the fold yourself, but enlist in the cause those who are working in the same school with you or even with your competitor in the city in which you are thriving.

I need not remind you that in "union



J. E. GILL

there is strength," and that we can't hope to maintain our dignity and usefulness unless, like a patriotic army, we march in fearless and aggressive phalanx to battle down the enemies of conscientious, honest and efficient public service. We have superficiality and deception to fight in our ranks just as we have to maintain the

virtues these arch-fiends of every vocation suggest. We ought not let the king on his throne feel more keenly his responsibility or authority than do we commercial teachers, and we must act as those "having authority." Then, if we continue to make as valuable contribution to the increasing and exacting demands of this age as we have made for the last half century, our existence is justified, and as self-respecting agents of good we can look every man in the face without cowardice or sycophancy. This year as never before let us draw large the circle of our usefulness, and usefulness alone is the one thing that makes a man and his work a strong and indispensable link in the great chain of human activity.

With an abundance of good wishes for your health and prosperity, I remain

Sincerely and fraternally yours,

(Signed) J. E. GILL.

Shorthand in the University of California

THE University of California is offering a course in Gregg Shorthand and Rational Typewriting in the Summer School under the direction of Mr. J. Evan Armstrong. Mr. Armstrong is a graduate of the Central State Normal School, Oklahoma, and has taught with success in Kalamazoo College, Kalamazoo, Michigan; Oshkosh, Wisconsin, Business College; National Business College, Minneapolis, Minnesota; and resigned as Head of the

J. EVAN ARMSTRONG

Commercial Department of the Academy of Idaho, Pocatello, Idaho, last summer to complete his law course in the University of California. He is a teacher who is a business man as well as a scholar, and splendidly equipped physically and mentally to conduct the high grade work demanded by the University students and teachers who make up the large enrollment in the stenographic and typewriting classes of the commercial course. We extend our best wishes to Mr. Armstrong.



Mr. Wilson's Aid to Memory

MR. WILSON is a stenographer and may find use for the "hen tracks" in his new business. A "scratch" properly made of a conversation, or of an understanding growing out of one, will make him the surer of himself when the time comes for action. As President he will meet a great many persons and discuss with them a great variety of subjects, and the best trained memory has its limitations. But a note in time is valuable and stenography enables one to fix a point in a second.

The late Robert R. Hitt of Illinois was an expert stenographer, and all of his work in the diplomatic as in the congressional field showed system and accuracy. In all probability he often availed himself of this accomplishment. He fortified himself by notes—easily made—as he went along. No member of the House in his day spoke with fuller information or with fewer challenges from the opposition. His facts were well arranged, and his treatment of them orderly and persuasive.

Charles Dickens frankly owned to the great aid stenography was to him as a story-teller. Transcriptions went hand in hand with invention. His ears were as open as his eyes. He had learned shorthand to qualify himself for duty in the press gallery of the house of commons, and when he graduated from his post of newspaper reporter into that of

novelist, he carried his full equipment with him.

His genius was distinctly that of taking pains and being able to take infinite pains. Some of the names in his stories which brought him compliments for their felicity he had picked from business signs in odd places, and had made the more striking by notes of the surroundings. And some of his pattest use of slang and colloquialisms was the simple result of taking down in his strolls about London the actual talk of flesh and blood. "Hen tracks" had been a great aid to gifts of an extraordinary character.

A President of the United States is an exceedingly busy man. It is amazing, indeed, how he gets through with a day's task. And day after day he is hard driven. He cannot put off business, and he finds it difficult to stand off the crowd. "Tell him I only want a word," is the message sent by Tom, Dick and Harry, heating, not cooling, their heels in the anteroom. As a matter of fact, each wants many words, and presses for them if the presence is reached.

Let Mr. Wilson sharpen his pencil, and get well into his shorthand stride. He will have, of course, stenographers on his staff, but there will be many little matters he will prefer to attend to himself. Thrice armed is he who has his memory reinforced by notes made on the spot, or a few minutes later.—*Washington (D. C.) Star.*

The Gregg Shorthand Association

A Live, Gingery Letter from Mr. Zimpfer, Chairman of Executive Committee

HEAR ye! The attention of every school—private and public—of every writer, teacher and student, of all nations and climes that this herald of shorthand doings may reach, is called to the fact that Gregg Shorthand is to celebrate the Twenty-Fifth Anniversary of its birth in Chicago, Illinois, U. S. A., August 11-15.

Had we the birthday of but a mere person to announce we would not boil over with enthusiasm; but stop to reflect that we are concerned about an art, a most valuable and fascinating art, which has revolutionized the recording of spoken thought. Nor is it merely the anniversary of this art which fills us with a mixture of joy and concern, but rather what this art has done for us and humanity during the past twenty-five years. Space is lacking to review the fascinating story, friends, but a glance into the recent past will disclose to the most superficial and the most skeptical the wonderful change wrought by Gregg Shorthand in the business world.

Have we not good and sufficient reasons for being in a celebrating mood, for wanting to pay homage to the man who stood at the helm so the Ship of Brief Writing might sail smoothly on the stream of time? We expect to celebrate to the brim of the cup, friends.

Having gotten started with the stream and finding rowing so easy, let us maintain our forward course to the broad Sea of Universal Success. Only those who get into the boat and do the work will ever enjoy the benefits derived from the sailing. All their gallant struggle will be of no benefit to those standing on the shore looking on indifferently.

We are one big, happy family. Our interests are identical.

Why should not the coming G. S. A. Convention be the greatest ever held, not only from the viewpoint of a celebration, but from the viewpoint of an enthusiastic and highly educational gathering? Why should we not have an attendance of unprecedented numbers? Why should not the thought of it fill us with a thrill of patriotic feeling, and a desire to do our

part? Why should not every private school manager, and public school principal, and head of a commercial department, and teacher, become thoroughly imbued with the importance of, and the benefit to be derived from, having at least one representative from each school present at the convention?

Although we call this the Gregg Shorthand Association, let no one conceive the idea that shorthand will be the only topic discussed at the convention. The teaching of shorthand will play an important part in the discussions, but it will be only one of the units, which must be reinforced by others, like English, Business Correspondence, Spelling, Office Training, Figure Drills, etc.; therefore all of these will come in for their share of attention in the course of the proceedings.

"What is the use of making the trip to Chicago to hear the talk; it is just as good to read them," some merely luke-warm ones may say. It is true that a fair idea of the convention can be obtained by reading the reports. But the discussions of the subjects would be monotonously dry were it not for one other thing.

It is the INSPIRATION of the occasion. We are filled with inspiration by coming into personal contact with the brothers and sisters of our profession—helped by the force and magnetism of their characters as teachers, scholars, leaders, promoters; filled with the energy and enthusiasm they display at the convention; stimulated by their personalities; inspired by their tact and business ability, by their successes. We also see the contests, the honors awarded, the touching stage-setting of the great throbbing convention. It is the INSPIRATION (which cannot be experienced from the words in cold type) which makes it worth all your while to be there.

Therefore, whether you be manager, principal, reporter, teacher, writer, student, your personal duty is to help the cause by sending in your membership fee (\$1.00) to the Secretary of the G. S. A., and, wherever possible, get others to do the same; and when August 11, 1913,

rolls around, board a train for Chicago. All who become members of the Association will receive a copy of the convention proceedings, whether in attendance or not. And there are numerous other ways in which members will be benefited.

Don't you feel that you ought to assist in swelling the number of members of the Association by allowing your name to be added to the list; by getting others to join; by spreading the contagion among your students, if you are a teacher; among your friends, if you are a writer; by being present at the convention yourself, by taking

an active part in the discussions? Per-vade yourself with the enthusiasm by joining. This need not cause you much annoyance. Just take a scrap of paper, write your name and address, pin a dollar bill to it, and mail it to Miss Pearl A. Power, Secretary-Treasurer, care West Chicago Park Commissioners, Chicago, Illinois. I have spoken!

George H. Zimpfer,
Chairman Executive Committee,
Cream City Business College,
Milwaukee, Wisconsin.



Tentative Program

G. S. A. Convention, August 11-15, 1913

Monday, August 11

A. M.

Registration and getting acquainted.

2:00 to 5:00 P. M.

Address of Welcome.

Response.

President's Address.

Appointing of Committees.

Announcements.

8:00 P. M.

Informal Reception:

Awarding of Diplomas to Summer Normal Class.

Entertainment and Refreshments.

Tuesday, August 12

9:30 to 12:30 A. M.

Speed Session:

Shorthand Speed Demonstration.

Typewriting Speed Demonstration.
(Underwood)

Typewriting Speed Demonstration.
(Remington)

Address by Mr. Gregg:

Invention of Gregg Shorthand and Its Early Struggles.

2:00 to 5:00 P. M.

Present Trend of Shorthand Teaching. Course of Study in High School.

Co-operation Between the Commercial High School Teachers and Other Members of the Faculty.

Round Table Discussion.

Wednesday, August 13

9:30 to 12:30 A. M.

Teachers' Medal Contest.

Address by Mr. Gregg:

The Publication of Gregg Shorthand in the United States Twenty Years Ago.

2:00 to 5:00 P. M.

General Discussion of Presentation of Lessons.

Ten-minute Review of Contest by Gold Medal Winners of Past Three Years.

Some Important Phases in Speed Development.

Thursday, August 14

9:30 to 12:30 A. M.

Modern Methods of Teaching Office Training—Mr. H. M. Munford, Highland Park College, Des Moines, Iowa.

Requisites of Stenographers vs. Commercial Schools.

Address by Mr. Gregg:

The Shorthand World To-day.

2:00 to 5:00 P. M.

Open.

8:00 P. M.

Silver Jubilee.

Address by Mr. Gregg:

Banquet.

Entertainment.

Friday, August 15

9:30 to 12:30 A. M.

The Points I Emphasize in Teaching Typewriting—Mrs. Ida McL. Cutler, Cutler Business School, Dubuque, Iowa.
A Practical Demonstration in Shorthand Penmanship.
Demonstrations of Gregg Shorthand—
In Spanish.

In French.

In German.

2:00 to 5:00 P. M.

Our Successes and Failures During the Past Year. (Round Table)
What I Want to Know. (Round Table)
Awarding of Medals.
Business Meeting; Election of Officers.

Gregg Teachers Medal Contest

ESPECIAL attention is called to the contest for the Gregg Teachers' Medals offered by Mr. Gregg yearly for excellence in blackboard work. The contest is open to teachers of Gregg Shorthand who are actually engaged in teaching or who have been engaged in teaching within six months of the time of the contest.

Three medals which become the personal property of the winners are offered—a gold medal for first prize, a silver medal for second prize, and a bronze medal for third prize. The medals are of the same design. The contest will consist of the following:

1. A ten-minute presentation of a lesson selected by the judges, and the placing on the board of the most important illustrations of the lesson.

2. A five-minute lesson or drill in shorthand penmanship, the subject matter to be selected by the contestant.

3. Writing on the board from dictation a passage of matter selected by the judges.

The work will be graded on accuracy of form (size, proportion, etc.), artistic quality, ease of execution, correctness, neatness, and effectiveness of arrangement.

Each of the three tests will be graded on the basis of 100 points. Under the first division knowledge of theory will be graded on 50 points; clearness of illustration, 25 points; manner, skill, and general effect, 25 points.

In the Shorthand Penmanship test, style will be graded on 50 points; explanation, 25 points; effectiveness, 25 points.

In the dictation test, correctness of outline, 50 points; proportion and style in writing characters, 25 points; technique (ease of execution), 25 points.

The contest will be decided by three judges.

The medals were first offered in 1910. The gold medal was won by Mr. Paul G. Duncan, Quincy, Illinois; the silver medal by Mr. Leon A. Winslow, Portland, Maine, and the bronze medal by Mr. Fred Berkman, Pittsburgh, Pa. The winners of the 1911 contest were Mr. George H. Zimpfer, Milwaukee; Miss Ada L. Coddington, Morris, Illinois, and Edna M. Umstot, Ottawa, Kansas. At Spokane in 1912 the successful contestants were Mr. C. V. Crumley, Tacoma, Wash.; Mr. W. J. Murphy, Seattle, Wash., and Miss Edith C. Crum, Wenatchee, Wash.

All teachers of Gregg Shorthand are cordially invited to enter the contest. Besides the very great personal satisfaction of owning one of these medals, the winning of one of them gives the contestant a professional standing that could hardly be acquired in any other way. Entries must be made on or before the first day of the convention.



AMONG the greatest inventions of the human mind," said Mirabeau, "are writing and money, the common language of intelligence and the common language of self-interest." If the great French orator were living to-day, he would have added, "To record human speech as fast as it is spoken and by that act to preserve to the world her rarest gems of thought—this is one of man's greatest achievements."—*Harlan Eugene Read.*

The Learner and His Problems

A Department of Hints and Helps for the Learner and Others. Conducted by John R. Gregg, 1123 Broadway, New York City, to whom all communications relating to this department should be addressed.

Little Talks to the Beginning Stenographer

By Rupert P. SoRelle

The Position You Want

THIS is a time of the year when "position" is uppermost in the minds of thousands of students—and possibly you are one of that number. Before applying for that position you want—that you have pictured in your mind dozens of times—wouldn't it be a good plan to "take stock" of yourself and find out just what you really have to offer in the way of stenographic service?

Your service-value depends upon how much high-grade work you can accomplish in a business day. It is capable of pretty accurate measurement—and, depend upon it, the trained business man knows how to apply the rule. There isn't much guess work about it on his part. He knows.

What is the state of your shorthand efficiency? Can you take business letters down accurately and unhesitatingly at the rate of speed the ordinary business man wants to dictate—say one hundred or more words a minute? Are your shorthand notes so good that you can read rapidly enough to keep your typewriting machine moving along at a good clip? Do you have to stop at frequent intervals and pore over some outline that you have carelessly written? Is your shorthand work methodical? Do you date your notebook and keep it in such shape that you can easily refer to a particular letter wanted? Do you really apply common sense to the transcribing of your notes instead of writing out a mere jumble of words? Have you developed your judgment so that you know where a sentence ends and another begins?

How about your typewriting? What is

your actual typing speed—not "speed" in fitful spurts but a steady day's-work-producing speed? Look over the work in your files for the past month and see whether your touch is really even, your letters well placed on the pages, the sheets nice and clean and attractive looking—punctuation right, spelling right, envelopes right. Can you copy from straight "copy" without leaving out words or whole lines? Are your papers free from finger-marks? And that eraser of yours—is it well worn down from frequent use?

Are you sure about filing—that very important part of a stenographer's work; can you operate successfully the mimeograph, the letter-press, and the other office appliances which you will probably have to use almost daily?

These questions do not by any means cover the entire list of technical qualifications—but they are the important ones. Do not try for the position if you cannot answer these questions to your entire satisfaction—and, simply because it is your own case, do not be biased in your own favor. Have a heart-to-heart talk with your teacher or your school principal. Ask his advice. He knows probably more about your capabilities than anyone else. He has studied you. He is just as anxious that you should make a big success in the business world as you are. Standing between pupil and employer, he knows what qualifications you need to fit you for the position, and he knows also what the business man demands. Do not let the allurements of a business position win you away from the school before you are really ready. A month or so longer in the school may make the difference of several hun-

dred dollars a year in your earnings—besides the personal satisfaction of being able to do your work well.

Keep Up the Study

When you got into the dictation class, did you lay your text-book aside with the thought that you had "finished" it? We have known of a great many stenographers who did that—and we know also that in nearly every instance their writing deteriorated—that they got back to the most primitive style imaginable. Wordsigns were forgotten, phrasing was forgotten, and even many of the most valuable word-building principles were either forgotten or ignored.

If you want to take a real joy in shorthand writing—know your principles. Take a pride in applying the most advanced principles to each word and phrase you write. Every day new beauties of the application of principles to new words will be disclosed to you. Your shorthand will take on a newer meaning. It will be more than a mere position-getting accomplishment. It will become an art to you that will bring out your best efforts; make you more accurate—and accuracy, after all, is only giving expression to *truth*.

Business Habits

Are you doing your work in the school in a way to develop such business-like habits as will carry you far when you get into the business world? Better give that problem a little thought. The business demands promptness, faithfulness, tidiness, earnestness, in addition to *ability*. Apply the business test to your own work for one day. Are you on time? Have your work done promptly and as good as you can do it. Do you waste time? Are you more interested in the clock than you are your work? Are you absolutely honest with yourself in all your work?

Someone has estimated that every day a boy or girl spends in school is worth ten dollars—and statistics prove the estimate to be correct. If you were actually paid ten dollars a day for your work in the school, would you do it any better than you are doing it to-day? Your efficiency for the day is influenced by a multitude of little things. And what affects the day, affects the week, the month,

the year. Taking up the lost motion lengthens the productive day.

Personality

Take two stenographers. Both are prompt, both exact, both masters of their business from the technical side. But one has an optimistic, cheerful, sunny disposition, commands the respect of all and puts her whole heart into her work for the sheer joy of achievement. The other, equally capable stenographically and equally willing to work, but pessimistic, gloomy, critical, unenthusiastic, unresponsive to the opportunities for making the machinery of business move along more smoothly. If you were a business man, which of the two would you rather employ in your office? Personality is more than skin deep—it goes down deep into the heart; it is the outward expression of what we *are*.



Some Points in Execution—IV

FROM the artistic viewpoint, the blended consonants form one of the most attractive features of the system. But this is merely incidental; their great practical value is the important thing. The easy, graceful, flowing curves that come from the blending of certain consonants make an instant appeal to those who are fond of the beautiful in writing. They form a fine combination of speed-utility and beauty. Above all, they are *natural*. They do not present any particular difficulties in execution, and therefore our attention can be directed in our drill this month to the beauty of form and speed in execution.

It may be just as well before taking up the executional features to say a word or two about getting the forms impressed upon your memory.

A very simple illustration will enable you to learn with certainty the direction each form takes. Simply note, in each case, the primary characters from which the blend is developed. Take the *ten-den* combination, for example. It will be seen that the curve is derived from the simple straight-line consonants "t" and "n" blended in a curve. The *tem-dem* blends are formed in the same way, the distinguishing feature being the length. This

can be easily remembered from the fact that the *length of the curve* is determined in each case by the *n* or *m*, and not the *t* or *d*. Thus a curve containing an "n" would be short, while if it contained an "m" it would be long—because "n" is short and "m" is long.

Practice the following until you have a complete command of the forms. In writing them pronounce the syllable, so that you will associate the syllable with the character.

Ten-den:

~~~~~

Tem-dem:

~~~~~

An important point to keep in mind always in practicing these characters, is that the character represents a syllable—it is *one thing*, a unit, and must be thought of as such and written with a single impulse. To think of *ten-den* as *t-e-n* or *d-e-n* is to retard your speed.

The *ent-end* and *emt-emd* blends are also formed from the simple consonant characters. If you have any doubt about the direction a blend takes, all you need to do is to stop and analyze the syllable, and then let your blend take the same general direction that the simple consonants would take.

Now practice the following:

Ent-end:

~~~~~

Emt-emd:

~~~~~

An important consideration in your practice is to maintain a *positive distinction in the size of characters*. Failure to do this is the real source of illegibility. If your characters are well proportioned, you will never have difficulty in reading them. Hence it is first important that you know the comparative size of the characters in

the following groups and make clear distinctions:

| | |
|---------|---------|
| th | th |
| ten-den | ent-end |
| tem-dem | emt-emd |

Practice the following:

~~~~~

Now examine your copy carefully and see if you have absolutely maintained the proper distinction in size. Pick out individual characters here and there and see if you can positively identify them. There should be no guess work about it. You will be well repaid for any care you put into training your muscles now to preserve the relative sizes with certainty by the ease with which you will be able to read your shorthand later on.

Some of the faults in the execution of the foregoing are: *Failure to observe the correct slant; lack of grace in the curve; making the curve too flat; treating it as two separate movements.*

Note that in the *def-v*, *tive* blend the character is formed by blending "d" and "f," simply forming the whole combination into one curve. You can easily remember that the blend starts with an upward stroke, because "d" is an upward stroke.

Practice the following:

~~~~~

The blends for *jent-jend*, *pent-pend* are formed by blending "j" and "ent" or "p" and "ent." Since both "j" and "p" are downward characters, the curve must start with a downward sweep.

Study the comparative size of the following, and practice:

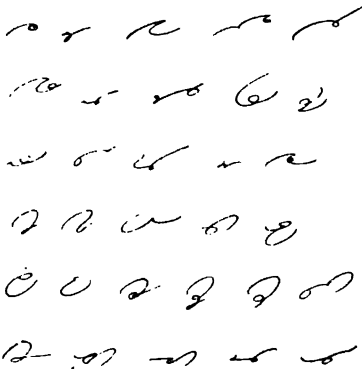
| | | |
|----|------|-------------|
| oo | th-s | def-v, tive |
|----|------|-------------|

| | |
|---|----------------------|
| o | gent-gend, pent-pend |
|---|----------------------|

~~~~~

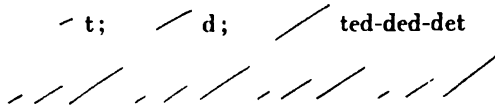


Practice the following common words which bring into use the foregoing blends:

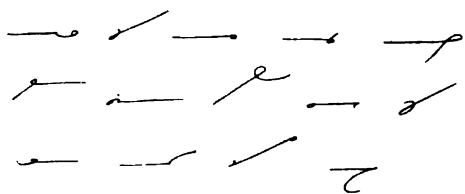


The principal faults of execution of these blends are: *Making the curves too flat; leaving too great a space between the starting and finishing points; improper slant.*

The blends for *men-mem, ted, ded, det* require no special treatment—the principal thing is to observe size. Study and practice the following:



Practice the following words containing these combinations:

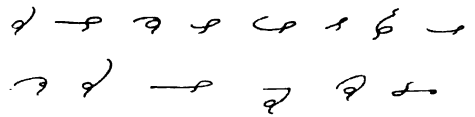


The *Ses* blends are simply combinations of the two *s*'s. To learn to execute these with finish and speed is a little trick that is worth acquiring. There should be no stop at the junction of the *s*'s. Remember that it is a *single* character and should be written as such.

Practice:

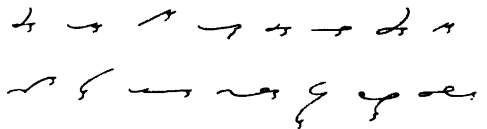


In joining "*ses*" after a circle vowel, following or preceding another consonant, the first of the *s*'s may be lost in forming part of the circle, thus:



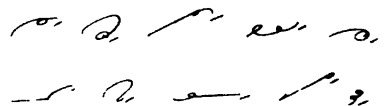
Practice the foregoing until you get the "hang" of executing the combinations with speed and accuracy.

When "*ses*" precedes or follows a consonant or hook-vowel, both *s*'s are written—but with one movement. The following will show the application. Practice each outline carefully:



The common faults in executing the foregoing blends are: *Lack of proportion; leaving a space between the circle-vowel and the "ses;" executing the "ses" as two separate movements, and so on.*

When *ted, ded, or ed* is written with a disjoined "*t*" as in



etc., it should be written quite close to the preceding character. Practice the foregoing words.

(To be continued)



In twenty-five years Miss Martha Parsons of New Britain, Connecticut, has risen from the position of stenographer to the secretaryship of a \$2,000,000 corporation. It is said she holds a more responsible position than any other woman in Connecticut.

\* \* \*

Mr. Otto Herbst, a writer of the system, has been appointed Clerk to Mayor W. J. Stern of Erie, Pennsylvania. Mr. Herbst in renewing his subscription to the *Gregg Writer* says:

I was a subscriber some years ago, but for several reasons shorthand was a minor requisite until I was appointed Mayor's Clerk when it became a more important feature.



## The Anglo-Chinese School at Singapore

**M**OST Americans think that the commercial school is peculiarly an American institution—or at least is confined to the English-speaking races and a few of the European countries. But the illustration of a classroom in the Anglo-Chinese School at Singapore, Straights Settlement, reproduced by permission of "Remington Notes," shows that the teaching of shorthand and typewriting and other commercial subjects is reach-

raphy in the grammar school. It simply illustrates the universality of shorthand.

The Anglo-Chinese School is taught for the most part by an American faculty. Mr. O. J. Morris, B. A., a Kansan, and a graduate of the famous Gem City Business College at Quincy, is the principal; Mrs. Morris is in charge of the introductory shorthand, and Mr. G. E. McComb, another Gem City graduate, is the principal of the commercial department.

### ANGLO-CHINESE SCHOOL AT SINGAPORE

ing the furthestmost corners of the earth. Wherever commerce now reaches, there you will find the typewriter and its companion tool of commerce, shorthand.

The young men and women who look at you from the picture, write the same system of shorthand that you write and use the same kind of typewriters. It would be a revelation to many writers of the system to see the extent of our foreign correspondence—letters from Rhodesia, Australia, Africa, India, Japan, China, Russia—and other countries that you haven't heard of since you studied geog-

Mr. E. A. MacLaughlan, a former Pitmanic writer, but an ardent enthusiast of the new shorthand, and a graduate of the Singapore School, is also a member of the faculty. Gay Hock Seng, one of the bright Singapore Chinese, educated at the school, is a valuable assistant on the staff of teachers.

The Anglo-Chinese School is doing a most important work in the Straights Settlement. The commercial course was established in 1910, and its growth has been very rapid. Our readers will join us in wishing the school continued success.



## Ambition and Work Win

**M**R. FRANK NIEDNER, whose portrait accompanies this article, is the Secretary to Judge Christian D. Kohlsaat of the United States Court of Appeals, for the Seventh Circuit, Chicago. Mr. Niedner's rise to this important position is a simple illustration of the axiom that ambition combined with the right kind of work and purpose will always win. Believing that an account of Mr. Niedner's experience will be an inspiration to others, we have asked him to tell us the story of how he reached his skill. He says:

I began the study of shorthand in the autumn of 1906, and my knowledge of the "lithe and noble art" is of the homemade variety. Although my financial circumstances were such that I could not afford to go to business college, mine is not the story of a young man burning midnight oil and denying himself the pleasures of life in order to learn a useful profession. It was a real pleasure to take up each succeeding chapter of the Gregg text-book and uncover the wondrous things contained therein.

I have always considered the time thus spent the most interesting period of my shorthand career. It seemed as if I were acquiring the use of a new language. To me it was a fascinating pursuit, the text-book more interesting than a novel, and many times before completing the eighteen lessons I turned to the back of the book to see how it all came out in the end and to translate the wordsigns into English! The shorthand plates in the *Gregg Writer*, too, furnished no end of pleasurable and profitable reading; likewise the "Letters of a Self-Made Merchant to His Son," "Factors of Success," and others. While these books were read purely because of the pleasure derived in translating them into English, I afterwards realized how materially such reading added to my shorthand vocabulary.

As a method of acquiring speed, I made typewritten copies of newspaper editorials and other articles, making as many carbon copies as possible, and wrote under each typewritten word the shorthand equivalent. Sometimes a second set of copies was made, and the article written in shorthand as many as twenty times. I was able in this way to attain a speed of 75

or 80 words a minute. After continuing this practice for a time, I took speed dictation at a night school for about six weeks, and shortly afterwards accepted a position as stenographer in a real estate office at Denver, Colorado. A civil service manual fell into my hands, and four months after securing my first position, having passed the civil service examination, I was appointed stenographer in the Forest Service at Saguache, Colorado, at a salary of \$900 a year. Two months later I was transferred to the office of the United States attorney at Chicago, where, for the past two years, I reported the proceedings of the federal grand jury and did considerable reporting in the federal courts. Soon after coming to Chicago I

enrolled as a student in a night law school, and I am now a member of the Illinois bar. My present position as secretary to Judge Kohlsaat, of the United States Circuit Court of Appeals, offers a most excellent postgraduate course in law.

Mr. Niedner says of Civil Service work:

I am inclined to think that the chief advantage of employment in the government service lies in the fact that it affords, by reason of the short hours and, in most offices, the light duties, opportunity for self-improvement. And that is an advantage not to be scoffed at. Civil service positions

have been the making of some and the unmaking of others, which goes to prove the fact that what is one man's meat is another's poison.



## The Class in Chemistry

*Schoolmaster* (at end of object lesson): "Now, can any of you tell me what is water?"

*Small and Grubby Urchin*: "Please, teacher, water's what turns black when you puts your 'ands in it!"—*Punch*.



Don't let your subscription expire! You won't want to miss that September number just on account of carelessness.



FRANK NIEDNER



## THE "Order of Gregg Artists"

is a clan composed of artistic writers of the system, which has for its object the development of artistry in writing. This department is the official spokesman of the clan. Conducted by Alice L. Rinne, O. G. A., 32 S. Wabash Avenue, Chicago, to whom all communications relating to this department should be addressed.



**HOW TO BECOME A MEMBER OF THE O. G. A.:** Make two copies of the article "O. G. A. Test" in your very best shorthand. Send one copy to the editor of this department, the other retain for comparison with the shorthand "plate" which will appear in the August issue. If your copy possesses the necessary artistic qualities, you will be awarded an "O. G. A." certificate, and your name will appear in the published list of members. An examination fee of twenty-five cents must accompany your test. A test is good only until the 15th of the month following date of publication.

The O. G. A. is a select company of artists, and membership is granted only to those whose notes show unquestionable artistic merit. It is worth your while to try for membership. You may not succeed the first time you try, because the standard is very high. But you will not know until you do try.

The emblem of the clan is a triangle enclosing the characters O. G. A. The left side of the triangle stands for "theory," the right side for "accuracy" and the base for "beauty"—the three qualities that go to make up artistic writing.

**J**UST let us have a word, please, and then we shall tell you what our members have been doing, what the Local Orders are accomplishing and what our applicants write us! But listen to our appeal. Please don't complain about not having heard from us in reply to your letter and the "O. G. A. test which was enclosed" before you have received your magazine containing the authoritative plate for the "copy" you submitted. That will be time enough. Remember that there isn't one letter in a hundred that goes astray. Nearly every one reaches us but it is impossible to write you letters and send your Certificates much before the magazine, containing the list of new members who were successful on that particular test, reaches you. So, please don't write us until your copy of the *Gregg Writer* comes to hand and you have had an opportunity to see whether you have been

granted the Certificate. Then, if your card of membership doesn't make its appearance within a week after your magazine is delivered, write us a note and we shall be in a better position to look the matter up. As it is, now, remember that we are compelled to go through piles of papers, attaching and detaching those sent us in clubs, and so on, if you write before we have O. K'd the papers and prepared the list of new members. Of course, if your name is not given, you might wait the week, too, before you write that you would like to have the necessary criticisms on your notes if they did not come up to the established standard. We believe we have about twelve hundred certificated members on our list and we remember having received only three or four letters of complaint, the writers of which were justified in writing. And in those three instances we found that we were at fault!! The papers reached us all right, but got mixed up in some way and the Certificates were delayed. So reflect! Is there much chance of your not hearing from us if you will only give us time? Not a great deal, we think. The test, "The Grand Central Station," will appear in plate form in the August *Gregg Writer*. Wait a week after your magazine has been delivered and then write us if you think you have been neglected!

### The New Pin

We hope you will all like the emblem we have chosen for you as members of our Order. We are reproducing it herewith so that you can see just what you are getting. As we told you in the April magazine, the metal is bronze; it is finished in Arts and Crafts style and may be had in both pin and button form, so be sure to specify which you would like to have. The price is only twenty-five cents. We are sorry



to have held up the great number of orders already received in response to our announcement in the April number, but the firm to which we entrusted our order has



not "kept its promises." However, we shall be ready to take care of our promises by the time you get in your request for one of the little symbols.

#### News from the Local Orders

We announce with pleasure the assignment of numbers to the following clubs:

Local Order No. 8, Fort Collins High School, Fort Collins, Colo.; Mrs. Mary A. Ball.

Local Order No. 9, Albion College, Albion, Mich.; Mr. Milton H. Northrop.

Local Order No. 10, Evansville High School, Evansville, Ind.; Miss Kate Browning.

Local Order No. 11, Portland High School, Portland, Me.; Miss Harriet Armstrong.

Local Order No. 12, Newark High School, Newark, Ohio; Mr. Loyd G. Millisor.

Local Order No. 13, Canton-Actual Business College, Canton, Ohio; Miss Pattie C. Moores.

Simply because it takes up so much space, we shall have to discontinue the practice of announcing the officers of the various Orders, but please remember that our records are up-to-date and that if one Order wishes to get in touch with any of the others, it would be well to address your letter either to the teacher in the school where the club was organized or to "Secretary, Local Order No. . . . and put the name of the school on the envelope. Or write direct to us about it, if you would rather.

It was a pleasure to read Mrs. Ball's letter. She says:

In 1904 I was in the Gregg School and took work with Mrs. Raymond and Miss Dixon. Then I gave up teaching for a time and did high school work and finished my college course. This winter I have had charge of the commercial department here and the Board of Education changed the system from Pitman to Gregg at my suggestion. I shall organize a Local Order among my students here just as soon as I receive my Certificate.

From reports sent us of the work done at the Fort Collins High School, we believe Mrs. Ball's suggestion has worked out to advantage!

Mr. Northrop wrote some time ago that a group of nine students have organized a Local Order and elected their officers.

From the secretary of Local Order No. 10, Mr. E. Harold Berges, comes the following:

The members of the shorthand class of the local high school have organized a club. The members holding Certificates are sixteen in number and there is a large number of honorary members. These honorary members will become certificated members as soon as they take the test, with the exception of those who write another system. We would like to have you send us our clan number as soon as possible.

I think it is going to be a success because we have a strong organization.

Comes this from Miss Armstrong:

Please find enclosed copies of the O. G. A. test from other members of my class. Your kind words in reply to our other installment of papers were much appreciated and all, both teacher and pupils, have been working with new enthusiasm and zeal.

The Local Order idea seems to me very good and after hearing from these tests, I shall organize one here. It appeals to me as one of the best ways of keeping in touch with pupils after graduation. May we tell you more about it later?

Let us have your list of officers, Miss Armstrong, now that you have been assigned your number. As you know now we want to hear *all* about it.

A clipping, from one of the Newark newspapers, sent us in Mr. Millisor's letter, will, he tells us, explain what he thinks of the Local Order idea. It is quoted herewith.

Wednesday evening at a meeting held at the home of Mr. L. G. Millisor, was organized a "Local Clan Order of Gregg Artists."

The "Order of Gregg Artists" is composed of writers of Gregg Shorthand who have passed a required examination sent out and graded by examiners of the Gregg Publishing Company of Chicago. The test is based on theory and beauty of outline. The Order is world-wide, having members from nearly every country.

Those of Newark High School who have received membership cards are to be congratulated as the standard set by the publishing company is very high.

At present, though the Local Clan is small, it does not lack enthusiasm and it is hoped that it will steadily grow.

#### Methods of Organization

So many teachers have written us for information as to the methods followed in organizing Local Orders, the number of



## Cramped Lives—I

(For key, see O. G. A. Department, April number.)

n u d y 9 c e y r p m o . n e y f z w  
 n m o . d e b o y n ( 4 9 . c l e . e u  
 . 2 a m e i u m m / d o e b y ( 1  
 t . x . d t m n 2 / 1 y G . d o . 9 9 . r r  
 m d 1 y m o 2 - 9 . d y ( 9 . a n 2 w d .  
 m o - b y - 2 . x - m o r r e o n . 7 o v  
 2 o m . 9 / 2 . 2 0 . . 4 1 e ( 1 d y m  
 x t m m i n . c e - m i - o 2 n o d  
 s . m o d o o d b 9 . d / 2 m o . 1 d y m  
 m e p o . m e a t b o m o m e u s 1 y m  
 d y m b o b y - m o l l y . 7 n - c e r o . p  
 m e p . i e p . e e f r . y - e t m  
 i s h e u m / . 7 m m 7 2 - m m p d m  
 - e u d e . 2 0 y 2 / m o 2 - e m e p f t o 2 i  
 1 - 7 . 1 . m 6 / d o m o . e a i p b . o  
 y 7 - 2 - 3 m m m m . 2 . m o 2 - m o  
 o a 2 2 6 l e m 2 . ( 1 r o . m e p 1  
 x 1 m - c o e d ( 1 . m o . e - / r s  
 m o 2 l . m y m . 1 . m 3 - m o . c e  
 . y t m m 1 f . 6 5 . 7 . 6 1 2 - m o  
 m p 1 o b . 1 - y . 6 - m 2 1 m m  
 . m . r t m o = 2 . f . m m m p l o .







to hear how our "lucky 13" picnic came out. Well, we consider it a great success. O. G. A. No. 1 was represented by 13, May 13, '13—see the line-up of 13s? The day was ideal and everybody brought his picnic manners. The Carthage club reached the park in time to greet Joplin with the O. G. A. yell as they alighted from the car.

The time before luncheon was spent getting acquainted, discussing "what we have done," hunting four-leaf clovers, taking snapshots and enjoying the beautiful out-doors. At seven o'clock luncheon was spread—and say, did you ever have that awful feeling that you were on the brink of an almost impossible undertaking?

thing because of the distance separating the schools, but we quote this just to show you what *can* be done when conditions will warrant it. Think of the benefit those people derived from each other.

One of the little snapshots is reproduced so you may know that the picnic-table was not a picture of the imagination.

#### From Teachers and Others

Of course hundreds of those who send in their work write the usual formal letter

#### "OUR PICNIC TABLE"

If you have been in that position you know how we all felt when we looked on that loaded table. Everyone had an enormous appetite, but at eight o'clock there was still some left, although Mr. Carter was still faithfully endeavoring to do his duty by the "club"; but no joking, the luncheon was wonderful, the picture does not do it half justice. We thought of you, Miss Rinne, and each ate a little for you. The joint business meeting was held by moonlight and we now feel we have a great deal in common. A committee from the two clubs decided on a common grip and No. 1's password was adopted by No. 6, so we have another way of singling out O. G. A. members. Many, many helpful suggestions were made at this meeting that will be put into practice in our clubs immediately.

The motion for adjournment was reluctantly seconded and at nine o'clock everyone started home, fired with new ambition for their respective Clans and for the general advancement of the O. G. A. and Gregg Shorthand. We are ever your friends.

Certainly we know it would not be feasible for all of you to try this sort of

saying that the test and the required fee are enclosed. Then again others will write telling us all about their work, their joys and troubles, and so on. We are always glad to have you write us fully if you care to. It is interesting to know how long you have been out of school and what success you have had with your shorthand work. Let us quote from just one or two of these letters:

I have not reviewed principles or wordsigns since leaving the Salem Commercial School, Salem, Mass., nearly ten years ago, but have done quite a little reading of the plates in the magazine and other publications. However, I trust my copy will be examined and that I may receive any comment or suggestion.

(Signed) Alletta Spence.

So many, many letters and tests have come in from students of the Drake Business School. They seem to have sent their papers in independently of each other, but we expect them to get together and or-



ganize a splendid Local Order. There will surely be enough members after the Certificates have all been mailed from our office.

From a letter received from Mr. H. H. Arnston of Atlanta, Georgia, we culled the following interesting paragraph:

I have been a writer and teacher of the system for a number of years, but I believe the old guard can profit fully as much as the younger generation by the inspiration which the Order affords for keeping abreast of improvements and attaining a higher standard of writing.

We believe every progressive, up-to-date teacher will agree with you, Mr. Arnston.

#### Brought in by the Mail-Carrier

During the last six or eight weeks we have received large clubs from each of the schools given below. The name of the teacher is also given if it was sent us:

Beutel Business College, Tacoma, Wash.; Mr. C. V. Crumley.

Bloomington High School, Bloomington, Ill.; Miss Cora M. Pryor.

Drake Business College, Passaic, N. J.  
Behnke-Walker Business College, Portland, Ore.; Miss Immogene Warren.

Mt. Vernon Business College, Mt. Vernon, Ohio; Miss Alice B. Welker.

Astoria Business College, Astoria, Ore.; Miss Grace McClellan.

Hearding High School, Aurora, Minn.; Mr. Edward A. Drew.

Mountain State Business College, Parkersburg, W. Va.; Miss Fannie Salmons.

Evansville High School, Evansville, Ind.; Miss Kate Browning.

Wausau High School, Wausau, Wis.; Miss Margaret Johnson.

St. Mary's Academy, Nauvoo, Ill.; Miss Mary Quatman.

Churchman Business College, Easton, Pa.; Miss Carrie H. Walters.

Calumet High School, Calumet, Mich.; Miss Fern Crum.

Sacred Heart Academy, Washington, D. C.; Miss Mae I. O'Hara.

Baraga High School, Marquette, Mich.; Sister M. Scholastica.

Portsmouth High School, Portsmouth, Ohio; Mr. J. F. Yenner.

Canton High School, Canton, Ill.; Miss Anna Ames.

Sacred Heart Convent, Amesbury, Mass.; Sister Marie.

Sioux City High School, Sioux City, Iowa; Miss Melle Bodwell.

Penn School of Commerce, Oskaloosa, Iowa; Miss Alta L. Jewell.

Brockton Business School, Brockton, Mass.; Miss B. Hazel Crandall.

Yocum's Practical Business School, Wooster, Ohio; Miss Nellie M. Pearce.

High School, Sharon, Mass.; Miss Augusta L. Davis.

Easton School of Business, Easton, Pa.; Miss Bertha N. Kaler.

Sarnia Business College, Sarnia, Ont., Can.; Miss Edith Giffin.

Hill's Business College, Oklahoma City, Okla.; Miss Effie Lyon.

Huron College, Huron, S. Dak.; Miss Nettie O. London.

Dover Business College, Dover, N. H.; Miss Lenna A. Woodman.

Hannibal High School, Hannibal, Mo.; Mr. Paul S. Lomax.

For the O. G. A. Test for this month we have selected the following editorial from the New York *World*:

#### The Grand Central Station

In the space of two years this city has seen brought to completion the Pennsylvania and New York Central terminals, two operations in railroad construction that for magnitude and cost are without parallel anywhere in the world.

What has been accomplished above Forty-second street during the progress of the Grand Central work in many respects is more remarkable even than the Pennsylvania's record. Over the seventy-nine acres covered by the New York Central terminal, during the years of excavation and building and relocation of tracks, it was necessary to keep the traffic of two great railroad systems constantly moving at its normal pace. That in itself was a feat, aside from questions of construction, to test to the limit the best railroad and engineering skill. With trains arriving and departing every few minutes, and with passengers coming and going by tens of thousands night and day, the wonder is that the service could be maintained with so little interruption. Over and among and below the tracks for years gangs of laborers were kept daily blasting and sinking foundations and raising mammoth steel structures while always the trains moved in and out.

At Panama the United States is hastening to a close the greatest monument to engineering science modern ages have seen. But there the engineers had a clear field for work and no serious considerations of traffic to embarrass them. Back of them they had all the resources and credit of the United States Government, and questions of cost and returns on capital invested did not affect them. They were masters in a little kingdom of their own, without local laws or public officials or a critical public to impede or harass them.

To those querulous persons who complain that New York never does anything or never does it right, it is only necessary to point out that within ten years the subway from the Bronx and Kingsbridge to Brooklyn, the Hudson tunnels, the Manhattan and Queensboro Bridges and the



Pennsylvania and New York Central terminals are the best evidences of substantial progress, and not the least of these is the work of two railroad companies.

### List of New Members

- Samuel J. Abelson, St. Louis, Mo.  
 Elsie Aells, Tacoma, Wash.  
 Edward Arnold, Oklahoma City, Okla.  
 H. H. Arnston, Atlanta, Ga.  
 Alice M. Avery, Grand Rapids, Minn.  
 Mary E. Bacon, White River Junction, Vt.  
 A. L. Bailey, Owosso, Mich.  
 Alta Mae Bailey, Oklahoma City, Okla.  
 Florence Barringer, Joliet, Ill.  
 Clarice Bedard, Sarnia, Ont., Can.  
 Marian Benedict, New Philadelphia, Ohio.  
 Lorena Bennett, Joliet, Ill.  
 Steve P. Beratto, Oklahoma City, Okla.  
 Ida Bernstein, Portland, Me.  
 Pauline D. Bernstein, Portland, Me.  
 W. Berriman, Calumet, Mich.  
 Gladys Berry, Portland, Me.  
 Rose Besharov, Passaic, N. J.  
 Margaret Bethea, Bloomington, Ill.  
 Wayne B. Bishop, Astoria, Ore.  
 Mary E. Bitner, Wooster, Ohio.  
 Ruth Bjorklund, Tacoma, Wash.  
 Rose Blackman, Bristol, R. I.  
 Adelaide Blake, Portsmouth, Ohio.  
 Leah E. Blessing, Philadelphia, Pa.  
 Mildred M. Bloom, Joliet, Ill.  
 Melle Bodwell, Sioux City, Iowa.  
 John W. Boehue, Jr., Evansville, Ind.  
 Gladys Bogenrief, Artesian, S. Dak.  
 Elsie Borden, Oklahoma City, Okla.  
 Edna Boutinell, Portland, Me.  
 Orah Bradley, Oklahoma City, Okla.  
 H. Breske, Portland, Ore.  
 Katherine Bronson, Abington, Mass.  
 Hattie Brown, Astoria, Ore.  
 Marion Browne, White River Junction, Vt.  
 Doris L. Byfield, Oklahoma City, Okla.  
 Stuart J. Byrne, Marquette, Mich.  
 Mary B. Calderwood, Portland, Ore.  
 Clara Campbell, Joliet, Ill.  
 John Cartnick, Wallington, N. J.  
 Mrs. Nellie W. Caster, York, Nebr.  
 Mrs. E. Maude Catto, Tacoma, Wash.  
 Bernice M. Chrisman, Bloomington, Ill.  
 Ethel Christie, Bellingham, Wash.  
 Marie Clark, Victoria, B. C., Can.  
 Malah Cogswell, Bloomington, Ill.  
 Edna Florence Cole, Leominster, Mass.  
 Rosa Mae Cole, Joliet, Ill.  
 Scott Collier, Tacoma, Wash.  
 Ruth Connors, Huron, S. Dak.  
 Helen Cooper, Tacoma, Wash.  
 Mary K. Court, Redlands, Cal.  
 Bertha Cowan, Evansville, Ind.  
 Edna V. Cowell, Joliet, Ill.  
 E. Sue Criss, Clarksburg, W. Va.  
 Fern Crum, Calumet, Mich.  
 Eugenia Daly, Joliet, Ill.  
 Lulu Daniel, Altamont, Kans.  
 Mary D'Anjou, Grand Rapids, Minn.  
 Alvina Dauel, Bloomington, Ill.  
 Elizabeth Davern, Nauvoo, Ill.  
 D. M. Davidson, Joliet, Ill.  
 Annie M. Davies, Paterson, N. J.  
 Leonard Davis, Huron, S. Dak.  
 Velma W. Davis, Dover, N. H.  
 Harriett Davison, Carthage, Mo.  
 Frank E. Day, Sioux City, Iowa.  
 May Dean, Carthage, Mo.  
 A. M. DeLapp, Crookston, Minn.  
 J. M. DeLautre, Oklahoma City, Okla.  
 Marie DePrenger, Oskaloosa, Iowa.  
 Mary E. Deibel, Oklahoma City, Okla.  
 Raoul DeSerres, Amesbury, Mass.  
 Hallie Diton, Nauvoo, Ill.  
 Carrie Doll, Portsmouth, Ohio.  
 Eliza Donaldson, Canton, Ill.  
 Harry Doten, Tacoma, Wash.  
 Helen Dowds, Mt. Vernon, Ohio.  
 Cecil C. Drake, Glen Gardner, N. J.  
 Frances E. Drescher, Hannibal, Mo.  
 Bertha Durand, Grand Rapids, Minn.  
 Irene Emerick, Joliet, Ill.  
 Elise Euler, Evansville, Ind.  
 Edna Evans, Dover, N. H.  
 Royce Evans, Bloomington, Ill.  
 Anna Feicht, Wausau, Wis.  
 Mrs. G. M. Fessenden, Winsted, Conn.  
 C. L. Finch, Oklahoma City, Okla.  
 Elsie O. Fink, Lyndhurst, N. J.  
 Ralph Finke, Evansville, Ind.  
 Katherine Finley, Oklahoma City, Okla.  
 Irene Fisher, Hannibal, Mo.  
 Mary Fitzpatrick, Nauvoo, Ill.  
 Mrs. Martha H. Foreman, Kansas City, Kans.  
 Winifred Fowler, Portsmouth, Ohio.  
 Bessie Fox, Hannibal, Mo.  
 Edna Fritts, Easton, Pa.  
 Beulah Furniss, Canton, Ohio.  
 L. Edna Galley, Carthage, Mo.  
 Henry Gates, Wausau, Wis.  
 Edward Gauntlett, Yamaguchi, Japan.  
 Myrtis L. Geib, Groton, S. Dak.  
 Lenetta Geissler, Sharon, Mass.  
 Mayme Glaser, Astoria, Ore.  
 Julius Glazer, Evansville, Ind.  
 Lila Goethel, Huron, S. Dak.  
 Grace Goodall, Sarnia, Ont., Can.  
 Flora B. Gordon, Lacomia, N. H.  
 Mildred Goutly, Nauvoo, Ill.  
 Pansy Gragg, Bloomington, Ill.  
 Reginald Graham, Aurora, Minn.  
 Nellie Gray, Tacoma, Wash.  
 Goldie Green, Oklahoma City, Okla.  
 Grace Green, Bloomington, Ill.  
 Walter C. Green, Oskaloosa, Iowa.  
 Elienne Grenier, Amesbury, Mass.  
 Anna Groothedde, Paterson, N. J.  
 Frank Grudnosky, Aurora, Minn.  
 Sadie I. Guelft, Marquette, Mich.  
 Ina Guellow, Mt. Vernon, Ohio.  
 Ethel Guise, Evansville, Ind.  
 Will Guthrie, Oskaloosa, Iowa.  
 Dorothy Gvelzer, Bloomington, Ill.  
 Max Hacker, Brooklyn, N. Y.  
 Katherine Halsey, Evansville, Ind.  
 Anna Hamburg, Nauvoo, Ill.  
 Gertrude Hand, Paterson, N. J.  
 Albert Handel, Passaic, N. J.  
 Flora Hankey, Bloomington, Ill.  
 Margaret Harder, Bloomington, Ill.  
 Agnes Harrington, Marquette, Mich.  
 Prescott Harris, Stoughton, Mass.  
 Verna Hassler, Bloomington, Ill.  
 Ray Heath, Dover, N. H.  
 Bertha Heise, Bloomington, Ill.  
 Ruth Held, Tatamy, Northampton Co., Pa.  
 Leta Helmick, Bloomington, Ill.  
 Mabel Henchman, Toowoomba, Queensland, Australia.  
 Arthur J. Henne, Marquette, Mich.  
 Lottie Hess, Astoria, Ore.  
 Alex Hokanson, Bloomington, Ill.  
 Herman Honner, Calumet, Mich.  
 Winifred F. Honnor, San Jose, Cal.  
 May W. Hosbrook, Ashtabula, Ohio.  
 Della Hossie, Sarnia, Ont., Can.  
 Marion H. Howell, Oakland, Cal.  
 Helen V. Hughes, Brighton, Mass.  
 Martha Huke, Erie, Pa.  
 R. R. Hutcheson, Covington, Ky.  
 Bertha Isaacs, Joliet, Ill.  
 Kenneth F. Jaques, Kansas City, Kans.  
 Alva Jeldness, Astoria, Ore.  
 Carl Johnson, Bloomington, Ill.  
 Edith A. Johnson, Natick, R. I.  
 E. M. Johnson, Tacoma, Wash.  
 Esther Johnson, Wausau, Wis.  
 Genevieve J. Johnson, Marquette, Mich.  
 Ruth Johnson, Portland, Me.  
 Mayme Johnston, Portsmouth, Ohio.  
 Ethel Jurgens, Evansville, Ind.  
 Elsie M. Kaiser, Aberdeen, Wash.  
 Ruby Kappler, Evansville, Ind.  
 Joseph Karchowsky, Gloversville, N. J.  
 H. Keating, Brockton, Mass.  
 Bessie D. Kelley, Grand Rapids, Minn.  
 C. Estelle Kelsey, Dover, N. H.  
 Dora E. J. Kennedy, Portland, Me.  
 Gabriel Kertocy, Passaic, N. J.

(Continued on Page 564.)







# Postcarditis

In this department we will publish each month the names of the writers of Gregg Shorthand who desire to exchange postals "written in shorthand" with other writers of the system in any part of the world. Every applicant must be a subscriber to this magazine. Names are not repeated after first publication. The application for enrollment must be written in shorthand, with the name and address in longhand. Conducted by Mervin Brown, care of Gregg Writer, Chicago, Illinois, to whom all communications relating to this department should be addressed.

**T**HERE has been so little time between issues that our June directory is rather small compared with the lists which have been given for some months past, but the originality of the applications—the freedom from the cut-and-dried request for membership makes up for the numerical shortage.

Sometimes the mail brings such short and stereotyped applications that we almost despair of the life of the correspondence after the candidates have been admitted, and are nearly tempted to require a given number of words or lines as a passport into the Exchange. For we are

here to increase our shorthand vocabularies, not alone our postcard collection!

Speaking of vocabularies reminds us that we promised a long time ago to give you a plate of "Postcarditis vocabulary," but our plate writer objected on the score of inartistic appearance. Now if we make a contest out of it that obstacle will be removed, and it will be fun to practice the outlines while working out the solution.

Here is a composite list of words found in the members' applications. Put on your thinking caps and supply the missing links! We are making it easy for you by giving, in parenthesis, the number of words to be supplied.

## The Application Blanks

|         |                                 |                  |                              |
|---------|---------------------------------|------------------|------------------------------|
| (Two)   | subscriber                      | (one)            | should like to receive cards |
| (two)   | Gregg Writer                    | (one)            | everyone                     |
| (one)   | desire to exchange post cards   | (one)            | wishes to correspond         |
| (one)   | postal cards                    | (two)            | member from                  |
| (two)   | writers                         | (Name your city) | Four months ago              |
| (three) | in different parts of the world | (two)            | last few weeks of school     |
| (two)   | members                         | (two)            | interested                   |
| (two)   | circle                          | (two)            | Postcarditis Department      |
| (Two)   | anxious to learn                | (one)            | should like to have you      |
| (two)   | customs                         | (three)          | in the list                  |
| (one)   | resources                       | (two)            | victims                      |
| (one)   | other countries                 | (Three)          | especially pleased to hear   |
| (one)   | Gregg Shorthand                 | (one)            | foreign readers              |
| (one)   | employed                        | (one)            | students or                  |



- (three) high schools and universities  
 (One) prefer to join  
 (two) want to trade  
 (one) each other  
 photographs of the noted  
 (one) all over the world  
 (two) zest to my practice  
 (two) clearer style of writing  
 (one) quicker recognition  
 (one) completed written forms  
 Will you kindly add  
 (three) also interested  
 (one) outdoor sports  
 (one) shooting  
 With best wishes  
 (two) clan  
 (two) yours sincerely  
 (Signed) *An Enthusiastic Greggite.*

It's like playing Uncle Josh. Have you guessed how the blanks should read? Then write out the complete application in letter form in your very best shorthand. Remember—fast black ink if you want to compete for reproduction. If you are a Yankee, and your plate passes muster you will receive the souvenir views of Chicago we have picked out for the best answer. Your papers must be in by July 20.

#### The New Members

##### Civil Service

C. R. Honza, 720 N. 12th St., Lincoln, Nebr.  
*Railway Mail Service.*

##### Languages

Fernand Schmitt, 61 Tillery St., Brooklyn, N. Y. "Correspondance française seulement avec l'emploi de la sténographie Gregg."

##### Lumber

J. Ira Browne, Live Oak, Fla.  
 Irene Donnelly, 1019 W. 29th St., Kansas City, Mo.

##### Contracting, and Building Supplies

Mabel Leonard, 46 Lenox St., Uniontown, Pa.

##### Students

Beatrice Chase, care The Bour Company (teas), Minneapolis, Minn.

Helen Cooper, 915 N. Ainsworth Ave., Tacoma, Wash. *Beutel Business College.*

Joseph S. Foley, *St. Norbert's College*, De Pere, Wis.

J. P. Hulsey, Dibble, Okla.

Raymond Schulze, 1625 Chicago Road, Chicago Heights, Ill. *Bloom Township High School.*

Hazel Sweeney, 636 N. Sprague St., Tacoma, Wash. *Beutel Business College.*

##### General

Aubrey Coffey, Jodie, W. Va.

Walter J. Williams, 504 Vine St., St. Clair, Mich. (Would like to receive cards showing all of the state capitols, churches, schools and colleges, but will answer any received.)

Miss Marion Afden, R. F. D. No. 3, Tacoma, Wash. (Would like to hear from foreign countries as well as from the States.)

Edna V. Cowell, 610½ N. Eastern Ave., Joliet, Ill.

Charlotte Finley, 712 W. 7th St., Pittsburg, Kans. (Prefers cards showing artistic scenery or noted buildings either business or residence.)

Edward L. Gausden, 1296 E. Madison St., Seattle, Wash.

Walter W. Williams, R. F. D. No. 4, Boonville, Ind. (Is especially anxious to hear from foreign countries, but will answer every card.)

Mr. Walter J. Williams, of St. Clair, Mich., tells us he is planning to take the Civil Service examination in August and should like particularly to hear from those already in the Service.

**N**INE men out of every ten lay out their plans on too vast a scale; and they who are competent to do almost anything, do nothing, because they never make up their minds distinctly as to what they want or what they intend to be—hence the mournful failures we see around us in every walk of life.—*William Mathews.*



## New York State Civil Service Test Proves Too Difficult

**A**LTHOUGH nine candidates took the recent State Civil Service Examination for the position of Supreme Court Stenographer, held at Rochester, New York, there were not three who passed, and a second examination has been called. "The new examination to be held is so much easier than the first," says the Rochester (New York) *Union-Advertiser*, "that there is no doubt that several will pass and thus provide an eligible list from which the stenographer can be chosen."

This brings to mind the examination held last January by the Board of Regents for candidates for the degree of C. S. R. (Certified Shorthand Reporter) under the new law, on which occasion, although widely advertised, there was but one candidate—Miss Paula E. Werning, a writer of Gregg Shorthand, who passed the difficult

examination brilliantly and was awarded the first certificate by examination. This test consisted of a case tried in the Supreme Court of Albany County. The dictation ranged from 130 to 200 words a minute, and after the hour's dictation Miss Werning was required to read back the testimony of witnesses taken at the different speeds. So readily did she read the matter back that at first it was thought a transcript was unnecessary. Miss Werning has never had any experience as a court reporter, and that is why her phenomenal showing before the Board of Regents has brought her into national prominence.

This call for a second examination in Rochester is one of the present-day signs that marks the passing of the old-style shorthand systems.



## J. Pierpont Morgan Employed First Commercial Stenographer

**A**VERY interesting story in the Philadelphia *Telegraph* credits George Lucas as being the first stenographer to enter the business world and show business men what a time-saver the art of stenography is. Mr. Lucas was first employed by J. Pierpont Morgan in the early days of his banking career. Mr. Morgan took great pride in dictating letters to his stenographer in the presence of his banker friends. On several occasions when observing the advantage Mr. Morgan enjoyed by being able to dictate his correspondence to a shorthand writer, his friends declared they, too, must have a stenographic secretary.

But in those days young men with a knowledge of stenography were hard to find, and the idea of young women learning shorthand and working in a business office had not yet been even suggested. The few bankers who had been persuaded to try Mr. Morgan's plan, secured their stenographers by first selecting the young men for their offices and then inducing them to take up the study of shorthand.

It appears from the account in this paper that Mr. Morgan's example gave a

very decided impetus to the idea of preparing young men for shorthand secretaries, a demand for shorthand writers being instantly created, which the school where Mr. Lucas was trained could not begin to supply. The classes in this school, we read, were taught by Mrs. Scott-Browne, who is now an aged invalid.

The advent of Mr. Lucas into the business world seems to have been followed shortly by Miss Mary B. Hill, a school teacher from Connecticut. This girl created quite a sensation by renting a room in Wall Street, and inviting brokers, bankers, and others to come in and dictate their work, and see it quickly reproduced in typewritten form. She used the Sholes-Glidden typewriter which had just then come upon the market. She was the pioneer lady stenographer, in Wall Street, at least, according to the writer on the Quaker City sheet.



*Handwritten shorthand notes*



# *The* GREGG WRITER

*A Monthly Magazine Devoted to Shorthand, Typewriting and Commercial Education*

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## Greater Stenographic Efficiency

**U**NDER the caption "Getting More Work Out of the Girls in Your Employ" a writer in *Business* describes the methods introduced by various firms for increasing the efficiency of their staff of stenographers. In each case the efficiency had been augmented from 30 to 50 per cent, but while the results were rather uniform the methods themselves were widely different.

One man began with the statement that the way he got most out of his women employees was to treat them like machines. But the apparent harshness of this remark was lost in his further explanation.

"Machinery," he added, "has all the attention, thought and good treatment that it requires. Skilled foremen watch and guard it, never allowing it to run beyond its capacity, with eyes open for overstrain. Ordinary business instinct teaches us this. We know that otherwise no machine can give good service. The same applies to the human machinery that is a part of our equipment, and particularly to the feminine portion of it. The capable business girl does not care for personal recognition. She does not ask for favors, in fac-

tory, shop or office. She feels that she is a part of the plant and takes a keen pride in doing her work well—no one except herself knows how much pride she takes. I always try therefore to make each woman I employ feel that she has an important place in my plant and make it a point to treat her with a great deal of consideration for that reason.

"Women in business are not men. They have their special characteristics. Those that are valuable are prompt, faithful, obliging, handy, tireless, fair and just, and intensely loyal. They ask mainly for fairness, appreciation and to be left alone and not followed up in petty little ways when they are doing their work. If she is competent and knows she knows her job no woman wants to be bothered. You wouldn't disturb a machine that was running perfectly."

A different way of solving the problem is that of a Western commission house employing several hundred women stenographers. It has established a "minimum standard" and if any girl, without good reason, does less work than this calls for she is automatically discharged. Each



girl is paid according to the amount she does, all the typewriting machines being fitted with an attachment that shows what has been done during the day. When the girl goes to take dictation a slip is filled out and placed on record, showing the time she has been away from her desk and how many letters she has taken down.

Another firm has introduced a "centralized department." All the stenographers are grouped in one room under the charge of a head woman. When a stenographer is needed to any department this head woman is notified by telephone. She instantly taps a bell and calls out the name of the next girl on a list before her. That girl is at that moment busy. No girl is ever allowed to remain idle.

She immediately rises; delay would cost her job. She gathers up her notebook and pencils, and by the time she has walked over to the desk of her chief a slip is ready for her. It gives her name, the name of the man who is to dictate and his room number, and a time clock stamps the precise minute.

The girl goes where she has been sent, takes the dictation, reports back, transcribes her notes, hands over the finished work—which is at once sent to the man by a messenger. The instant a girl is through with one piece of work she is started upon another. The gain, of course, is in all the "slack" taken up, and the complete elimination of waste. Under a competent woman each girl is steadily employed every moment of her working day.

By the expenditure of a hundred dollars now and then a business man in one of the big cities on the Atlantic seaboard has cut down his office pay-roll a good many hundreds a year. His method is very simple. It consists in constantly adding to his office equipment every little convenience and nicety he can find that will add to his girls' comfort and speed.

Not only does he keep on the watch for these things himself, but he has each girl looking out for and suggesting office improvement. It is remarkable, in this establishment, how work has "eased up." There is no falling off in quality or quantity, and everything is done much more pleasantly and with infinitely greater quickness.

Six girls make up the office staff in this particular concern. Five years ago the

same number were needed for not nearly the detail and rush of the present moment. The proprietor figures that each girl today does half as much again as the girl of a few years ago.

None of the improvements introduced into this office is costly or revolutionary in itself. All have been little things that the average man would not think it worth while installing. The desks have been carefully placed to take advantage of the best light and each girl's individual preferences of position are considered so far as possible.

If a girl will come every morning for a week at 8:30 instead of 9, she can take an afternoon off the next week—any afternoon she may choose. This gives a girl special time for shopping, matinees or for an afternoon to go home and sleep. It is immensely popular with the young women and just this one idea has added much to the actual output of each.

The minor mechanical conveniences that have been installed count much more than would be imagined. Every girl's machine has a "silencer" on it. Typewriting clicking is more or less wearing on the nerves and its diminution increases the efficiency of more than one highly nervous girl. Some machines are equipped with keys having black tops with white characters, for use under electric lights; many have rimless keys so that the fingers cannot catch.

In this office, as in many others, the errand boy has long since been abolished. Whatever outside fetching and carrying is to be done is a part of the work of the girls. Without destroying the routine or hindering any individual work these little trips are daily distributed among the staff so that just when she most needs it each girl can get a whiff of fresh air and a brisk short walk or ride.

The typewriting machines are regularly inspected before they happen to need it and are kept in the pink of order. An extra typewriter is always in readiness. The girls who have charge of the accounts have special desks with specially adjusted foot rests.

In the corner of one room, well out of sight, is a small, comfortable sofa which has been worth its weight in gold to young women for the scraps of rest they could



get on it; but no girl has ever abused the privilege of resting here out of sight of the activity of the office. Every once in a while when a day is hard and the office practically swamped with work, a basket of fruit or several boxes of confectionery mysteriously appear. If you tax this man with being kindly he laughs.

"I am simply using good common sense," he says, "and saving expense in operation. Human labor is the most costly thing of all. My force costs me less than any other doing similar work. In anything you get your best results by making your people happy and contented and giving them every facility. There is nothing that pays so well as this policy."



### Young Men Wanted Who Know Shorthand

**U**NDER this title, the Hailey (Idaho) *News-Miner* draws attention to the fact that there are not enough young men stenographers—that young men apparently are blind to the great opportunities that are open to them through the door of shorthand. It says:

Executive officers of big institutions—railroads and manufacturing establishments—have been making recently what might seem to be a strange complaint. They cannot find capable young men who are stenographers and typewriters.

Young men just leaving school or college, they say, scorn shorthand and typewriting machines in these days. They look upon that as girls' work. So when a corporation manager or president promotes one confidential man to a higher post he cannot find a capable youngster equipped to take his place.

The higher-ups in the big institutions regard that as shortsightedness upon the part of the young men who are just starting out.

Many of the great men of the country began their careers as stenographers. As confidential men they got their intimate knowledge of the business they were later to control. And the young men just preparing for business life lose a great many opportunities for a lack of an easily acquired skill in typewriting and stenography.

The falling off in the number of young men taking a shorthand course has been particularly marked in the last few years, in spite of the fact that there is hardly any other business position that offers the

young men greater opportunities for study, for growth, for advancement.

But the business position must be selected with some discrimination. There are stenographic positions that are mere cogwheels in the business machinery. A competent stenographer gets into one of these and there he stays until he wears out. Such positions, fortunately, are insignificant compared with the others. Shorthand offers the big opportunity to thousands of young men.



### Teaching Business

**T**HE educational systems of many of the large cities have lately been undergoing a thorough examination at the hands of experts. Pedagogic efficiency engineers from many of the leading universities have been turning the search light of science on them, and some of the things they have discovered have started a revolution that will in the end unquestionably prove beneficial.

Commercial education was one of the phases of the education question that came in for some unfavorable comment, and the discussion of the subject provoked by the report of the Hanus Commission in New York has brought out some interesting views. We quote from an editorial in the *New York Times*, which takes a particularly sane view of the question, and also shows a keen appreciation of what is needed:

"The chief obstacle in the way of efficiency in commercial education in New York is that our efforts so far have been confined too closely to a single branch, that of clerical work. . . . Thorough training in clerical work should be available to those who seek it, but a much wider course should be provided also."

The *Times* quotes the Commission's report as follows:

We recommend that a temporary special commission be appointed by the Board of Education to consist of commercial teachers temporarily relieved of their ordinary duties, to investigate with the help of business men business conditions in relation to commercial education, and to lay the foundation for co-operative relations between commercial courses and schools and commercial houses.



And the Hanus report recommends that, "as fast as possible co-operative and continuation courses for commercial employees be established similar to the co-operative and continuation courses recommended for industrial employees."

The point emphasized by the *Times* that a closer relationship and co-operation of business men and the school is one worthy of earnest thought. It is along this line that some of the serious problems of commercial education will be solved. Many of the best commercial teachers of the country are now cultivating with good results that closer contact of business men and the school.

Whether the public high school can give the broader scope to commercial education needed to develop executives and business men instead of clerks is a question that can only be determined by experience. There are many things against it—the age of the boys and girls studying in the high school, the lack of background they necessarily have, their lack of judgment and general education. Few of them at that age have had the mental discipline or have developed the independent thinking ability that are necessary.

The study of such vocational work as shorthand and typewriting, bookkeeping, and other clerical work of the commercial course as now planned, develops an accuracy in execution that is fundamentally necessary. In the practice of these vocations the student comes in contact with the machinery of business in a way that is highly informing, and develops the business sense. The evidence of this is to be found in the number of men who grow into the big positions from the ranks. Practically without exception the big men in all commercial industries are those who began at the bottom.

There has grown up, it is true, a class of business employees, graduates of the commercial courses in universities, that seems able to pass from the more elementary business activities to the executive with astonishing rapidity. But it is to be remembered that this is a picked class—a part of the four per cent of students who first go through the high school and then take up commercial work of college grade in the university.

There is no question, however, that much more can be accomplished in the high school commercial course than has been done when the objects of the course have been changed to fit the real need. It is impossible to do any effective—at least bread-winning—commercial work in the high school when that work is made a mere side issue and includes only a smattering of real commercial work to satisfy an insistent demand, while the main object sought is to prepare the student to meet college requirements. In other words, the commercial high school course must be made a truly vocational course, and include only such subjects as have a related bearing on that object with enough of the cultural to broaden the viewpoint. The tendency is strongly in this direction, and it may be that the ideal plan will be evolved from the revolution that is now going on in the public commercial schools.



#### Brevities

Within the last month, Teachers' Certificates have been granted to the following:

Harriet M. Allen, Lincoln, Nebr.  
 Muriel B. Andrews, Lincoln, Nebr.  
 Helen A. Carraher, Madison, Nebr.  
 Mina Olive Caskey, Bellingham, Wash.  
 Lelah M. Clapper, Kirksville, Mo.  
 Burton T. Cooke, La Salle, Ill.  
 C. D. Dumbauld, Middletown, N. Y.  
 Cornelia H. Corse, Lincoln, Nebr.  
 Vera V. Egelston, Rutland, Vt.  
 Lottie E. Emerson, Bethany, Nebr.  
 Edith Giffin, Sarnia, Ont., Can.  
 Max Hacker, Brooklyn, N. Y.  
 William M. Haremski, La Salle, Ill.  
 James Wilford Hartzell, Lincoln, Nebr.  
 George T. Hedelund, Blair, Nebr.  
 Myrtle T. Lawler, La Salle, Ill.  
 Stella Ethel Long, Lincoln, Nebr.  
 Marian H. Love, Lincoln, Nebr.  
 Lulu Belle Reynolds, Houston, Texas.  
 Catherine R. Stuppy, La Salle, Ill.  
 Herbert Whittingham, Maryborough, Queensland, Australia.



Simmons College, of Boston, Massachusetts, of which Dr. Edward H. Eldridge is Director of Secretarial Studies, is offering a course in Gregg Shorthand in the Summer School for Teachers, which begins July seventh. Miss Emma B. Dearborn, Director of Commercial Subjects in the Y. W. C. A., Cleveland, Ohio, will have



charge of the class. Examinations for the Gregg Teachers' Certificate will be given at the close of the session.

A notable feature of the course will be the series of lectures on commercial subjects. Among the lecturers announced are Mr. John R. Gregg, of New York, whose subject is "A Talk to Teachers"; Mr. Harry Loeb Jacobs, of Providence, Rhode Island, who will talk on "Organization of the Work in a Shorthand Department of a Private Commercial School"; Mr. Rupert P. SoRelle, of New York, who will lecture on "Teaching Shorthand and Typewriting."

\* \* \*

An article in a Rockford (Illinois) newspaper announces that Mr. W. F. Cadwell has purchased Brown's Business College, Rockford, of which he has been principal for the past eleven years. We extend congratulations to Mr. Cadwell. He is well known to schoolmen everywhere as one of the most capable private-school managers in the country.

\* \* \*

Mr. Harry C. Spillman, School Manager of the Remington Typewriter Company, is visiting the commercial schools of the West in the interests of his company. Mr. Spillman has a new lecture on "The History of the Writing Machine," which gives an entertaining glimpse of the typewriter industry of the past and present, and appeals not only to typists but also to Boards of Education and educational institutions. An attractive feature is the series of stereopticon views. Among the views is one of President Wilson, who is called "America's Greatest Typist" by Mr. Spillman. Miss Salome L. Tarr, whose sex barred her from a position in the White House, also has a place in Mr. Spillman's picture gallery of celebrities.

\* \* \*

Mr. E. E. Strawn of the Buena Vista College, Storm Lake, Iowa, has perfected a duplicating machine called the "Omni-graph." Not content with merely teaching present methods, he set himself at the task of offering improvements in office appliances. That his efforts have been successful is evidenced by the following extract from an account of his invention taken from the Buena Vista *Vidette*:

Methods of modern business have taxed the genius of inventors to keep up with the constantly growing demands for speed, accuracy and ease of manipulation.

The cry was incessant for some device that would simplify the growing tasks, giving greater speed and efficiency, while bringing the workings of the mechanism easily within control of persons not expert. Now, unless the examiners of the United States patent office are mistaken, with others competent to judge, this want has been met, and the full problem of handling circular correspondence and mail order business has been solved. And solved right in Storm Lake. The lucky man—or rather the man having genius and the patience to work out the plan—is Mr. E. E. Strawn, head of the Commercial Department at Buena Vista College."

Mr. Strawn's invention is described thus:

The machine is "loaded" with its proper type-forms, adjusted to the work in hand, the motor started, and after that is in care of the office boy, who has no more to do than take away the finished product. A big roll of paper feeds in automatically, the letter head is printed as desired. And this letter head, with a facsimile of the required signature, is in black. The body of the circular letter prints through a ribbon, say in blue, exactly as does a typewriter, so that it can not be distinguished from a personally dictated and written letter. Then, if the firm desires that a certain portion shall be emphasized, as is done on the typewriter by a ribbon shift, this too is accomplished simply and surely, and the desired words or paragraphs stand out in red. And all done at the same operation!"

\* \* \*

Some bright stenographer is going to be presented with a Christmas gift of \$250, and 157 others will receive similar gifts ranging from \$100 each down to \$5—all in gold, too. If you can use extra money about next December, why not go after a portion of the \$1,500 in gold to be distributed by the Annual Business Show Company, New York City, for the best 158 post card essays? Each essay is not to exceed 125 words.

The prizes will be announced in the Annual Business Show in New York, October 21, 1918.

Write at once to Mr. J. N. Kimball, Manager, International Typewriting Contests, 1158 Broadway, New York City, and ask him to send you one of the post cards. Remember your essay won't be accepted unless it is written on one of these cards furnished by the Company.



# Typewriting and Office Training

A Clearing-house of Ideas for Typists and Office Workers. Conducted by  
Rupert P. SoRelle, 1125 Broadway, New York, to whom  
all communications relating to this department  
should be addressed.

## Talks on Office Training

**I** HAVE been asked by a correspondent to give in detail a list of the points about typewriting with which the stenographer should be thoroughly familiar in addition to possessing skill in operation. "Office Training for Stenographers" epitomizes them as follows:

1. How to put the paper in the machine correctly—in the shortest possible time. This will require some earnest practice on your part.

2. How to release the paper and adjust it if necessary to insert a single letter, or add a word or a sentence.

3. How to use the marginal stops, the marginal release, and the scales.

4. How to use the back spacer.

5. How to take full advantage of the tabulator—for paragraphing, for the date line and the address, and for other purposes.

6. How to take care of the machine. It should be kept thoroughly clean and properly oiled.

7. How to make the simple adjustments that are sometimes necessary. Learn about all parts that are liable to derangement.

8. How to put on a new ribbon.

9. How to prepare the machine for mimeograph stencils.

10. How to clean the type.

11. How to replace a broken carriage strap.

12. How to adjust the carriage escapement.

13. How to fill in form letters so that the name, address, and salutation will match the body of the letter perfectly.

14. How to keep the paper from slipping.

15. How to place carbons in the machine so that they will not slip.

16. How to make corrections on carbons so that they will match the other parts of the work.

17. How to insert a letter or a word in a narrow space so that the spacing will be "justified." By this is meant, the adjusting of the paper to the scale in such a way that a word or letter may be inserted in a narrower space than is usually required.

18. How to keep from making too narrow a margin at the bottom of a sheet.

19. How to make an erasure properly.

20. How to fill in on blanks by using the platen release.

21. How to rule without removing paper.

Some of these points have been discussed already, but a brief treatment of some of the others will help to get greater efficiency. There is no question that the stenographer's general efficiency can be greatly increased by a thorough understanding of his machine, and one of the best ways to do this is to obtain the instruction book that is sent out by the typewriter manufacturers and study it carefully. These books are illustrated by numerous drawings that will enable the reader to get a thorough understanding of the various parts. With the functions of the different mechanisms of the machine well understood, it will be comparatively easy to make any minor adjustments that are necessary. Adjustments of machines, however, are not needed as often as many operators think. Failure of the machine to perform its work properly is more frequently caused by neglect to keep it clean and properly oiled. If these two points are constantly looked after, the machine will need but little further attention. Most of the points mentioned in the foregoing list are covered in the instruction books. The others will be discussed by number.

2 and 17. To adjust the paper, release the paper and pull it down even with the scale. Before doing this see that the carriage is moved over to the starting point so that when the paper is adjusted the lines of the page will start at the same point—zero or at whatever point you have decided they should start. A letter or character should be directly over the mark on the scale—not between two of them. The bottom of the letters should just touch the top of the scale. As most machines



differ a little in this respect it would be well to test this out to make sure that your machine is adjusted properly. This can be done by simply taking a new sheet, writing a line or so and turning the platen back to ascertain whether the bottoms of the letters register with the scale or not. If they do not register exactly, you can make allowance for the difference in your adjustment of the paper.

Manuscript upon which changes are contemplated—as for example, an author's manuscript—should be written double-space lines, and the place to be inserted indicated by a caret. Where the words have been inadvertently run together without a space, a correction can be made by erasing the last letter of the first of the two words that are run together and holding the carriage back so that the last letter when inserted will crowd close to the preceding letter. If this is well done, it will hardly be noticed that a space has been omitted since the eye is accustomed to different widths of space in ordinary printing. A whole word may sometimes be inserted in a narrow space by shifting the paper and writing the word in the space so that there will be a half space on each side of it. Care should be exercised to get the word exactly in line.

5. The tabulator stops should be set for the date line, paragraphs at 5 and 10, and for the complimentary closing.

13. In filling in names and addresses of form letters use a special ribbon to match the color of the duplicated letter. The letters should be of the same density.

14. The paper will not feed in properly if the feed rolls and platen are not kept perfectly clean. Make it a practice to clean these at frequent intervals with wood alcohol.

15. By folding a piece of paper and placing it over the top of your carbon pack so that the whole will start into the machine at one time the pack will feed in evenly. Run the pack into the machine far enough so that the folded paper can be removed. Then turn the pack back to the proper starting point.

Carbons may be prevented from curling and running through the machine a second time by inserting with them a stiff sheet of paper as a backing sheet. Some oper-

ators use a thin sheet of celluloid for this purpose.

16. Corrections on carbon copies made after the pack has been removed from the machine may be made to match perfectly by inserting a small piece of carbon back of the ribbon oscillator so that the carbon will print directly on the paper. A much lighter touch will be necessary usually to make a perfect match.

18. A uniform bottom margin can be obtained by marking each sheet with a light pencil mark at the point you wish to stop before inserting it in the machine.

19. The typist should be provided with an erasing shield so that a single letter or a word may be erased without disturbing the rest of the matter. These shields are made of celluloid and are provided with apertures of different sizes.

20. On most visible model machines the writing line is exactly on a line with the printing point. Hence, when it is desired to fill in blank forms, all that is necessary is to adjust the paper so that the line to be written on is a trifle below the scale—the width of a pencil line below. In filling in blank forms the writing should not touch the blank line but should just clear it.

21. Ruling with an indelible or ordinary pencil to match your ribbon is much to be preferred to using the underscore. It is also much thicker. This may be accomplished by holding the pencil point firmly against the paper at a point on the scale and drawing the carriage back or forth. Vertical lines can be made in the same way by turning the platen forward or backward. A little practice will enable you to do this effectively and quickly. On the Underwood machine there are two little notches in the scale in which the pencil point may rest in ruling. On the Remington machine the pencil point may be placed in the corner of the junction of the scale with the upright piece of metal that supports the triangular letter guide.



### Office Appliances

**W**HILE we are on the subject, some of the other office appliances with which the typist should be thoroughly acquainted will be mentioned.



Some time ago I was asked by one of the big high schools in the East to make suggestions as to the equipment that the stenographic department of the school should possess. The outline contained everything that should be included to give the student a thorough understanding of the appliances he would most likely have occasion to use in a big modern city. The outline may be of use to others and it will also give the typist an idea of what he may encounter.

### For the Stenographic Course

#### GROUP 1

##### Typewriter—

Single and double keyboard. Computing. (This is really a special branch of the work and is indispensable for those who wish to become billing typists.)

##### Filing—

A cabinet which shall contain compartments for vertical, flat, and document filing, "form" and "follow-up" letters, etc.; and shall be provided with guides for vertical, numerical, geographical, alphabetical and topical filing, card indexes, transfer files, loose-leaf files, check files, etc. Instruction should cover the fundamental principles. Sufficient practice in the use of all should be provided.

"Office Training for Stenographers" covers this feature of the stenographer's work most effectively and is illustrated, so that a full understanding of the subject may be obtained. Practice work is provided that will develop a high degree of technical skill.

##### Letter Press—

and "Roller Copier."

##### Mimeograph—

Rotary and Hand.

##### Hectograph—

Multigraph, Rapid Copier, and other duplicating machines.

##### Manuscript Fasteners—

Hand punch.

Loose-leaf punch.

Manuscript covers.

Paper fasteners of various kinds.

##### Postal Scale—

Instruction and practice should be provided.

##### Telephone—

Instruction and practice should be provided.

##### Daters—

Of various kinds.

##### Rubber Stamps—

Pads.

#### GROUP 2

##### Phonograph—

For use in repeated dictation to develop skill in writing. Also for use in transcribing.

##### Reference Books—

Unabridged Dictionary.

City Directory.

Telephone Directory.

Telegraph Tariff.

Postal Guide.

Railroad Guide.

Shipping Guide.

R. G. Dun and Bradstreet Reports.

Printers' "Style" Book.

Synonyms and Antonyms.

Commercial Atlas.

##### Loose-Leaf Binders and Books—

##### Time Stamps—

##### Numbering Machines—

#### GROUP 3

##### Check Protectors—

Including "safety" checks.

##### Adding Machines—

##### Cash Register—

##### Addressing Machines—

Stencil making

##### Stamping Machine—

##### Envelope Sealer—

#### Notes

Group 1 includes appliances and equipment of vital importance. The student should acquire the utmost technical skill in the use of these.

In Group 2 there are listed appliances and equipment of which the student should possess at least a working knowledge.



Those mentioned in Group 3 are of minor importance, though valuable.

Of course, not all schools are provided with so extensive an equipment as this and in many places such an equipment is not needed. This is adapted to the needs of a large city where it is expected that big firms are keeping abreast of the times in modern time-saving appliances. Schools are generally provided with all the appliances that are in common use in the community in which the school is located, and many of them even go far beyond this. The typist, however, can get a very good working knowledge of any of these machines or appliances by simply studying the catalogs which the manufacturers will gladly supply. By studying these and learning the functions of the various machines a good theoretical knowledge can be obtained, and a few moments of work with any of the machines will enable the operator to use them effectively. A demonstration of the machines will be given at any selling agency.

With the growth of the demand for these devices in the business office, however, there has also grown up a tendency to *specialize*, and in the larger offices operators for these special devices are regularly employed for that work only. For this reason it would not be an economical employment of time to learn more about these things than to get a good general knowledge of their functions in the business office, unless one wanted to specialize on some particular phase of the office work. The stenographer usually specializes on shorthand and typewriting and does not expect to be an expert operator of other devices. An examination of the list will show, however, that most of the devices have an intimate relation with the stenographic work. Some of these will be treated specially in the articles in this series to follow. Filing, for example, is a subject that is of vital interest and value to the stenographer. It will be taken up in detail.

(To be continued)



## Typewriting Contest

(Announced on page 322, February GREGG WRITER)

### The Winners

Mr. L. H. Weisenburger, Washington, D. C.

Mr. Samuel J. Holsinger, Phoenix, Arizona.

Miss Edna Bowers, Tempe, Arizona.

Miss Daisy Pearl Dean, Pittsfield, Ill.

Mr. I. M. Turner, Washington, D. C.

### Next Ten Best Papers

Mr. Carl Lamey, Springfield, Ill.

Mr. Joseph A. McOsker, Providence, R. I.

Miss Mabel Parker, Tempe, Arizona.

Mr. Tucker Pinney, Phoenix, Arizona.

Mr. James Blakley, Tempe, Arizona.

Miss Laura Jensen, Tempe, Arizona.

Mr. Clarence Engesser, Chicago, Ill.

Miss Jennie Barcus, Canton, Ohio.

Mr. Frank H. Marsh, Fort Morgan, Colo.

### Tabulated Results

(Copy consisted of 1000 Words)

|                          | Errors. | Penalty. | Net Words. | Words<br>per Minute. | Time. |
|--------------------------|---------|----------|------------|----------------------|-------|
| L. H. Weisenburger.....  | 8       | 40       | 960        | 87                   | 11    |
| Samuel J. Holsinger..... | 26      | 130      | 870        | 84                   | 10.25 |
| Edna Bowers.....         | 26      | 130      | 870        | 75                   | 11.35 |
| Daisy Pearl Dean.....    | 2       | 10       | 990        | 73.42                | 13.29 |
| I. M. Turner.....        | 10      | 50       | 950        | 73.07                | 13    |
| Carl Lamey.....          | 9       | 45       | 955        | 63.66                | 15    |
| Joseph A. McOsker.....   | 11      | 55       | 945        | 63                   | 15    |
| Mabel Parker.....        | 36      | 180      | 860        | 61                   | 13.30 |
| Tucker Pinney.....       | 6       | 30       | 970        | 59.75                | 16.25 |
| James Blakley.....       | 21      | 105      | 895        | 59.66                | 15    |
| Laura Jensen.....        | 31      | 155      | 845        | 56                   | 15.5  |



|                          | <i>Errors.</i> | <i>Penalty.</i> | <i>Net Words.</i> | <i>Words<br/>per Minute.</i> | <i>Time.</i> |
|--------------------------|----------------|-----------------|-------------------|------------------------------|--------------|
| Clarence Engesser .....  | 16             | 80              | 920               | 51                           | 18           |
| Jennie Barcus .....      | 41             | 205             | 795               | 50                           | 16           |
| Frank H. Marsh .....     | 29             | 145             | 855               | 49.56                        | 17.15        |
| Beatrice Geesey .....    | 17             | 85              | 915               | 49.45                        | 18.30        |
| Osie Leyman .....        | 25             | 125             | 875               | 38                           | 23           |
| Hazel Sheatzley .....    | 35             | 175             | 825               | 36                           | 23           |
| Amelia Van Voorhis ..... | 49             | 245             | 755               | 34                           | 22           |
| Florence Trump .....     | 55             | 275             | 725               | 33                           | 22           |
| Pauline Suman .....      | 46             | 230             | 770               | 32                           | 24           |
| Blanche Hohler .....     | 38             | 190             | 810               | 31.15                        | 26           |
| Helen Dages .....        | 39             | 195             | 805               | 30.96                        | 26           |
| Helen Spilker .....      | 106            | 530             | 470               | 24                           | 20           |
| Della Myers .....        | 101            | 505             | 495               | 20                           | 25           |

THE accuracy record of only eight errors made by Mr. L. H. Weisenburger, gave him first place in the copying contest on the typewriter.

The typists of Arizona were considerably in evidence, Mr. Samuel J. Holsinger, of the Phoenix Union High School, carrying off second prize with a very comfortable margin, with Miss Edna Bowers, of the Tempe Union High School, coming in third.

Miss Daisy Pearl Dean, of Pittsfield, Illinois, followed with the best accuracy record of all entrants. In her letter accompanying the copy, Miss Dean explains that she is employed in an abstract office where absolute accuracy is required. She gave her paper an official significance by having the Deputy Circuit Clerk sign it. We note that Miss Dean made eight copies of the article. Of course there was no restriction placed on the number of copies—contestants were allowed to practice the article as much as they wished—but it would be interesting to know how many times the others copied the matter!

Mr. Tucker Pinney, of Phoenix, Arizona, stands second in accuracy, Mr. L. H. Weisenburger, of Washington, D. C., third, and Mr. Carl Lamey, of Springfield, Illinois, fourth.

The contestants from Tempe, Arizona, are all students of the Tempe Union High School in which Mr. W. B. Christy is the commercial instructor. A great deal of credit is due Mr. Christy for his part in the work, and he undoubtedly feels well repaid for any attention and encouragement he may have given his students in the excellent results obtained.

Mr. C. L. Michael, of the Phoenix Union

High School, under whom the winner of second place, Mr. Holsinger, received his instruction, has also been a potent factor in developing high typewriting skill in that part of the country, and in arousing an interest in typewriting and shorthand contests. His students have been constantly active in the different contests, and both he and Mr. Christy must feel justly proud of the excellent results they are achieving. Other schools might well follow their example.

Miss Flora Powell, instructor in typewriting in the Canton Actual Business College, Canton, Ohio, sent in the papers copied by nine of her pupils. Their names are: Miss Jennie Barcus, Miss Osie Leyman, Miss Hazel Sheatzley, Miss Florence Trump, Miss Blanche Hohler, Miss Helen Dages, Miss Helen Spilker, Miss Della Myers, and Miss Amelia Van Voorhis. Their work was very neat and well arranged. Their net speed, however, was cut down by the penalty for errors. We are glad that Miss Powell took so much interest in these contests, and her example, if followed by other teachers, would work to the advantage of students generally.

The work several did in going over the matter and marking the errors they found was appreciated, and we are sorry that we had to increase the number of errors in nearly all cases, mostly from the lack of familiarity with the contest requirements in corrections. Nevertheless, the judges appreciated the assistance.

The most fruitful source of errors on a number of papers was the lack of attention to the right-hand margin. If in the future those entering similar contests will pay attention to this part of the work when



they begin practicing the matter, drawing a light line down the right-hand side if necessary to mark the line limits of the page, we believe the trouble will be absent in the final copy made. A short line can be drawn at the bottom of the sheet also to insure the proper margin.

In the International Contests, the paper used is 8½ by 13 inches, which is the standard for law work. Where a number of sheets must be handled, the longer paper is an advantage, as it results in fewer changes of paper. In this contest three pages were necessary so that the legal sheet was not an advantage as a time-saver.

This would have been an exciting event, if these writers could have written together on some platform. There would have been machine competition, a source of excitement which is not always pres-

ent. Mr. Kimball, the father of modern typewriting contests, would have been there, too!

These typists can well feel proud of their records and it would be worth while for them to enter some of the local contests. Within the past few years public typewriting contests have grown so rapidly in popularity that they will no doubt soon be common events in our cities. Sometimes they take the form of challenges between the high schools of neighboring towns. Some of the western cities—especially Phoenix, Bisbee and Tempe, Arizona—have engaged in these competitive contests for a number of years with excellent results. The organizing of shorthand clubs throughout the country will no doubt further stimulate and foster these exhibitions of typewriting speed and accuracy.



## Oswald Philadelphia Champion

**I**N the typewriting contests held at the Business Show at Philadelphia, March 29, Mr. Wm. F. Oswald, a graduate of the Taylor School of that city, where he studied Rational Typewriting, took first prize and won the championship of Philadelphia, writing 93 net words a minute on an Underwood. Mr. Oswald also won the World's School Championship in 1911. Last November in the Amateur Championship of the World Contest, he ranked third, with 104 net words a minute. That was his second contest and he surprised all the typewriting "fans." Mr. Oswald, who is but 17 years of age, writes Gregg Shorthand.

The Tri-State (Pennsylvania, Delaware and New Jersey) Contest was won by Miss Margaret B. Owen of New Jersey, who is also a writer of Gregg Shorthand, with a net rate of 109 words a minute. Neither Miss Owen nor Mr. Oswald equaled their records of last November. In the Tri-State contest of thirty minutes, Mr. Oswald came third. Neither was in training for the event and therefore the results may be regarded as representing the staple speed of the typists. Mr. Oswald reached the 100-word-a-minute class in a shorter time than any other typist in the field. There were thirty entered in the Philadelphia contests, but only the three leaders are given.

### Philadelphia Championship

15 Minutes Copying

| <i>Machine.</i> | <i>Name.</i>        | <i>Gross.</i> | <i>Errors.</i> | <i>Penalty.</i> | <i>Net.</i> | <i>Per Minute.</i> |
|-----------------|---------------------|---------------|----------------|-----------------|-------------|--------------------|
| Underwood       | Wm. F. Oswald.....  | 1566          | 35             | 175             | 1391        | 93                 |
| Underwood       | Edward Sherry ..... | 1380          | 57             | 255             | 1125        | 75                 |
| Royal           | Annetta Levy .....  | 978           | 14             | 70              | 908         | 61                 |

### Tri-State Championship

30 Minutes Copying

| <i>Machine.</i> | <i>Name.</i>          | <i>Gross.</i> | <i>Errors.</i> | <i>Penalty.</i> | <i>Net.</i> | <i>Per Minute.</i> |
|-----------------|-----------------------|---------------|----------------|-----------------|-------------|--------------------|
| Underwood       | Margaret B. Owen..... | 3490          | 44             | 220             | 3270        | 109                |
| Underwood       | Rose Bloom .....      | 3208          | 71             | 355             | 2853        | 95                 |
| Underwood       | Wm. F. Oswald.....    | 3036          | 67             | 335             | 2701        | 90                 |





# Q's and A's

Conducted by Alice M. Hunter, 32 South Wabash Avenue, Chicago, to whom all communications relating to this department should be addressed. Answers to the questions in this issue must be in our hands by July 15, and will be published in the August number.

An award of 50c. is given each month for the best answer received on each question; twenty-five cents each for all other contributions published.



## Solution to "Some Interesting Problems"

**I**T is more than probable that the beginner in business invariably overestimates his value to the world in general and to his employer in particular. Many a stenographer is spending time which belongs to his employer in figuring on how much he is worth and how much money he is making for the concern which is fortunate enough to have secured his services. Could he but look at things from the viewpoint of his employer, the results would be considerably at variance from those at which he arrives by figuring from his own standpoint. It is probably with this idea in mind that Mr. Arthur Skeeles propounded his "interesting problems." The results are certainly significant.

### Problem Number One

If a stenographer has a speed in shorthand of 75 words a minute, it will take him 2 minutes to write a letter of 150 words in length, and if he transcribes at the rate of 20 words a minute, it will take him  $7\frac{1}{2}$  minutes to transcribe it. Then adding the time it took him to take the letter with the time used to transcribe it, will give the time to complete the whole letter, or  $9\frac{1}{2}$  minutes. Dividing 5 hours or 300 minutes by  $9\frac{1}{2}$  minutes will give you  $31\frac{11}{19}$  letters, or the number he can take and transcribe in 5 hours.

(Mr. Ed. Blankenstein)

### Problem Number Two

The same person mentioned in problem one has increased his shorthand speed to 150 words per minute, and his typewriting speed to 50 words. At a speed of 150 words one 150-word letter would be dictated in one minute. Transcription at the rate of 50 words per minute would take 3 minutes for the transcript. Then to

write one letter would require 1 plus 3, or 4 minutes. In 5 hours (300 minutes) he could write 75 letters. This is an increase of 44 letters, or  $187\frac{1}{2}\%$ . If paid at the same rate per letter, he should therefore receive  $187\frac{1}{2}\%$  increase in salary.

(Mr. Sam J. Bradfield)

### Problem Number Three

Two stenographers have the same speed, 75 words a minute in shorthand, and 25 words a minute in typewriting. They both set to work to increase their efficiency; but one gives all his attention to shorthand, and doubles his speed in that; while the other gives all his attention to typewriting, and doubles his speed in that. On the basis of work turned out, which will earn the larger increase in salary?

The stenographer who doubles his speed in shorthand now writes 150 words a minute, and transcribes at 25 words a minute; while the one who doubled his speed in typewriting still writes shorthand at the rate of 75 words a minute, but transcribes at the rate of 50 words a minute. Therefore, the one who doubled his speed in shorthand consumes 1 minute to take a letter of 150 words, and 6 minutes to transcribe such a letter; thus: .

150 divided by 150 equals 1 minute

150 divided by 25 equals 6 minutes

Time consumed to complete one

letter ..... 7 minutes

The stenographer who increased his speed in typewriting requires 2 minutes to take a 150-word letter in shorthand, but only 3 minutes to transcribe it; thus:

150 divided by 75 equals 2 minutes

150 divided by 50 equals 3 minutes

Time consumed to complete one

letter ..... 5 minutes



Hence, it is clear that the stenographer who increased his speed in typewriting will earn the larger increase in salary.

(Mr. H. A. Blancq)

#### Problem Number Four

A business man has to write 80 letters a day, averaging 400 words each. His stenographer writes 75 words a minute and gets \$15 a week. But he finds another stenographer who can take his dictation at the rate of 100 words a minute and he hires her for \$20 a week. If the dictator's time is worth two dollars an hour, does he gain or lose by employing the better stenographer? How much?

He gains by employing the \$20 a week girl. With the first girl he spent, valuing his time at \$2 per hour, \$29.33 worth of his time in one week. With the second girl, at the same rate, he spent but \$22 worth of his own time, at a cost of but \$5 per week more, thereby saving \$2.33 per week by employing the \$20 a week girl.

(Mr. J. N. Tait)

#### Problem Number Five

As Stenographer Number Three, who writes shorthand at the rate of 150 words a minute, will do exactly twice as much work as Stenographer Number One, who writes only 75, by all methods of reasoning and proportion, Number Three should receive twice the salary paid Number One, namely \$30 weekly.

It would cost the employer only 1/3 of a dollar more to employ Number Three than it costs to employ Number One; thus:

Number Three requiring but half the time to take a letter that Number One requires, would consume only 7 1/3 hours, weekly, of the employer's time.

The time the employer dictates to Number One weekly, 14 2/3 hours, divided by 2 equals 7 1/3 hours, at \$2 an hour equals \$14 2/3:

|                              |          |
|------------------------------|----------|
| Cost of employer's time..... | \$14 2/3 |
| Number Three's salary .....  | 30       |

Combined cost ..... \$44 2/3

But on account of the relief experienced from the drudgery of dictating letters 14 2/3 hours weekly to Stenographer One, 11 hours to Number Two, and of dictating only for 7 1/3 hours weekly to

Number Three, any rational employer would cheerfully pay said Number Three not less than \$30 a week.

(Mr. H. A. Blancq)

#### Some Conclusions

From a financial standpoint, it will pay you to bend every energy towards increasing your speed in shorthand and typewriting.

Speed on the machine, while harder to gain than speed in shorthand, will effect a greater saving of time.

It will be worth while for you to estimate your daily output in the light of these problems and figure out how to increase it.

Every increase in efficiency makes an increase in your ultimate earning power.

The shorthand plates of the *Gregg Writer* furnish the best possible practice material to increase your speed in shorthand reading, shorthand writing, and transcription.

#### Announcement of Awards

As an award for correct and well-written solutions to Mr. Skeeles' problems a copy of *The Great Stone Face* is being sent to each of the following:

Mr. Ed. Blankenstein, Harvey, Ill.  
 Mr. J. N. Tait, Nebraska City, Nebr.  
 Mr. H. A. Blancq, New Orleans, La.  
 Mr. William S. Voorhees, New Brunswick, N. J.  
 Mr. Sam J. Bradfield, Decatur, Ill.  
 Miss Amelia H. Bohle, Portland, Ore.  
 Miss Eunice M. Cox, Hutsonville, Ill.



#### Some Suggestions for Mental Exercise

36. Most of us realize the necessity of taking a certain amount of physical exercise daily. Is it not equally true that the mind needs exercise, especially in the case of people employed in routine work? If so, what kind of exercise would you suggest?

On two points our readers are agreed, namely, that mental exercise is a necessity, and that it should be of an entirely different nature from the work which occupies the mind during business hours.

Mr. H. E. Kemp, St. Louis, Mo., suggests games or athletic sports that combine physical and mental exercise. Among these we may class tennis, golf, bowling, billiards, baseball and basketball. The



average American business man selects the part of spectator at a game of baseball or of participant at the golf course for his summer recreation. Usually business girls and women need to be cautioned on the necessity of the right recreation more than does the sterner sex. An afternoon off is more than likely to be devoted to shopping or a matinee.

Mr. J. H. Zwaska, Chicago, writes of the necessity of keeping the mind young by using it. He suggests the value of concentration and of training the powers of observation. Speaking of concentration and how to develop it, Mr. Zwaska says:

Now then, what is *concentration*? The best definition of *concentration* is the one given by John Dewey, recognized as America's foremost authority on metaphysics. "Holding the mind to a subject," says John Dewey, "is like holding a ship to its course, it implies a constant change of place combined with a unity of direction."

To test the truth of this statement, you will experience but little trouble. After committing this definition to memory, select a particular word, look at it and think of it steadily for one minute. After that minute you will have learned that your mind is constantly flowing, and cannot be stopped for a minute—not even a second. This is a philosophical truth. And in this example I think the analogy is indeed true. For that reason we should acquire the habit of directing our thoughts to flow in one direction, and not let them aimlessly wander, as is usually the case.

This is all apropos to the kind of *concentrative exercise* to be taken. Study the person sitting across from you, while riding on the street cars, to and from work; if you are a keen observer, you will notice many things about that person that you never dreamed of. His blank expression; his dull eyes; his peculiar shaped nose; and seventy-one other things worth knowing. Time spent on the street cars in this manner is a thousand times better than gazing blankly out of a car window. This shows your lack of *concentration*. Furthermore, the uncertain light and the constant jarring make reading on street cars very unsatisfactory.

If you have time to take this *concentrative exercise* in the evening, still better. For the tired mind is sometimes said to work better than the fresh mind! It really makes no difference upon what you *concentrate* your thoughts, because anything worth thinking about is worth your thought. However, at present the newspapers are printing very complete accounts of the developments as regards the new tariff bill and the proposed income tax. Read these reports every day—and think about them. How will the income tax affect me? Will it enrich the United States revenue?

Will it compel the millionaire to pay his full tax? Will it lessen the tax of the bourgeois? And so on. Of course, this is only a suggestion, but it will enable you to find out how little you really know about these two bills; it will enable you to become conscious of the desultory manner in which you think.

Several readers recommend a correspondence course or study in a night school as offering variety of work, and at the same time furnishing mental development.

Miss M. Frances Winett, Texas City, Tex., in discussing this point, says:

If one's work is so mechanical that the mind travels in the same grooves, I think exercising the mind in a different manner, or in the opposite direction, is essential. I recommend a course of study by correspondence with some reliable correspondence school. This you can pursue quietly at home after your day's work, and in the change from the routine, the mind will be alert and active for your studies. Thus, while one is exercising his mind, he will also be improving his advantages.

A number of readers suggest well selected and varied reading as affording the best possible exercise for the mind. The suggestions in recent issues of the *Gregg Writer*, and the lists of books published, furnish ample material for the best possible reading courses.

Among the contributions worthy of notice are those received from:

Mr. B. S. Barrett, Brooklyn, N. Y.;  
Mr. Charles W. E. Anderson, Oakland, Cal.;  
Mr. W. M. Wootton, Richmond, Ky.;  
Mr. H. E. Kemp, St. Louis, Mo.



#### The Selection of a Picture for a Commercial Schoolroom

37. Will you kindly give me some suggestions of pictures suitable for a commercial room? I have been given the privilege of selecting one for my room and I am anxious to get something good and appropriate.

The study of art "for art's sake" is decidedly out of the province of the commercial teacher, and the selection of a picture for a commercial schoolroom presents a problem which is not found in the selection of a picture for a classroom of any other kind. The teacher of English, history, geography, Latin, Greek, or any modern language, has a large range and variety of pictures from which to choose. In each of these subjects, there are many pictures representing the best in art, but



in the commercial line, the choice is rather limited.

Before purchasing a picture for any room, there are certain fundamentals which must be considered—the lighting and color scheme of the room, the size and shape of the space to be filled, are all of paramount importance. It has been frequently suggested that in schoolroom decoration, pictures of passing interest, of a purely utilitarian value be given a subordinate place, and that the best wall space be reserved for one really good picture. In the first class we may include in the commercial room pictures of office devices, charts, diagrams and announcements of general interest; results of contests, newspaper clippings, speed records, and so forth, should be displayed in a prominent place. These should be changed frequently, however, and should be kept strictly up-to-date. In smaller wall spaces may be hung well selected and simply framed mottoes, but the best wall space of the room should be reserved for the one really good picture referred to.

A portrait, preferably of a lawyer, statesman or financier is always appropriate. Alexander Hamilton, the first Secretary of the Treasury and the father of our financial system, has been suggested as an especially fitting picture to place in a room where future business men and women are being trained. Other appropriate portraits are those of Washington, Lincoln, Daniel Webster and Andrew Carnegie. Charles Dickens, as representing a famous shorthand writer, would be an inspiration to embryo stenographers and reporters. The portrait receiving the greatest number of votes, however, is that of John Robert Gregg, the author of Gregg Shorthand.

Other teachers will perhaps prefer pictures carrying a direct message, and those that will place before their students an ideal. Among these we may mention Millet's *Sower*, with its lesson of industry; Breton's *Song of the Lark*, representing the joy of work; Watt's *Sir Galahad*, as arousing the impulses of youth to high endeavor.

In a third group, we may include pictures with a story as arousing the students' interest and imagination. In this class,

we would place Abbey's *Quest of the Holy Grail*; A Primary School in Brittany by Geoffroy, and *Electricity* by Puvis de Chavannes. The latter is one of a series of wall paintings in the Boston Public Library, and as a representation of a great force in modern business, will be especially appropriate to place before commercial students.

A good landscape is never out of place on any wall. There are hundreds of pictures of this class, which will always bring pleasure, of which we will never tire, and to which we can always turn for rest. Among these are those of Corot, notably *The Dance of the Nymphs*; Turner's *The Fighting Temeraire*; Ruysdael's *Landscape with Wind Mill*; and Hobbema's *Avenue of Trees*.

Good copies of any of these pictures may be obtained at moderate prices. An appreciation of good pictures is part of an education, and he who has never learned to enjoy the good things of art has lost as much of life as he who does not know good books and good music. As John C. Van Dyke, a leading American art critic, has said:

You must look at pictures studiously, earnestly, honestly. It will take years before you come to a full appreciation of art; but when at last you have it, you will be possessed of one of the purest, loftiest, and most ennobling pleasures that the civilized world can offer you.

In conclusion, we are quoting from *How to Enjoy Pictures* by M. S. Emery (Prang):

In choosing pictures for this intimate friendliness of companionship, one general rule is safe—choose the best. Every artist who knows how to draw at all has something to give the public in the way of pleasure and profit; but the greatest men have the most and the best to give. Anthony Hope is all very well, but Shakespeare is sure to be better. As among books, so among pictures, the best names are almost always a safe guideboard pointing the way to a Palace Beautiful whose windows look out towards the Delectable Mountains.



#### Has a Stenographer an Advantage Over Other Employees?

38. I would like to put the question whether on the average a shorthand writer in a railroad office has better opportunities than the other clerks. The question has been put to me forcibly.



The answer to this question is evidently Yes, with a capital Y! Miss Amy D. Putnam, Hackensack, N. J., discusses the opportunity of the stenographer in the office of any large concern:

If he is a young man—Yes, emphatically. He will get a chance to become intimately acquainted with the details of transactions that the other clerks may not even know of; and if he is "swift to hear and slow to speak," he has the very best opportunity in the world to get a good grasp of the business. He has the advantages of the old system of apprenticeship, with fair remuneration for the work done, and without the irksome drudgery.

The taking down of letters and then transcribing them, which means their being brought twice to one's attention, helps to impress the nature of the transactions and his employer's methods of dealing with his problems, firmly on his mind. I should say that he ought to work himself up to the very highest notch in his shorthand, typewriting, general education and habits of efficiency, so that he may be able to take a position as stenographer to a really efficient man, whose work requires some intelligence to grasp. Then he should never let a thing slip without understanding it perfectly. Let him get all publications issued by his company and other companies connected with them; freely consult dictionaries, encyclopedias, libraries, and old letter-files; ask questions of each of his superiors; visit every department of the business; examine every article made, and learn the use of every bit of machinery. If he will do this, ultimate promotion is a foregone conclusion.

The advantage of knowing and working with the head of the business is mentioned by Mr. W. M. Wootton:

On the average a shorthand writer has better opportunities than the other clerks in all offices, and this holds good in railroad work as well. The reason is that the stenographer, as a rule, comes more into contact with the "boss," which means either that he makes good or that he looks for another position. For instance, a stenographer in a railroad office is in line for the secretaryship to the "boss." This means that he knows, better than the other clerks, the heart of the business, and for that reason he becomes worth more to the company, if he has the ability to make good.

Listen to what Mr. B. S. Barrett believes. Every line breathes enthusiasm for the opportunities for the stenographer!

Most assuredly, a knowledge of shorthand will give you a decided advantage over all the other clerks in a railroad office, or anywhere else. Why, my boy, there's nothing like shorthand. My advice to you is, if you are in a railroad office and do not know shorthand, to learn it at once. Ten to one, in less than forty years, you will own the whole railroad, and be-

come its president with a salary of \$100,000 a year, more or less. Don't hesitate. Grab on quick. Advantage over the other clerks? Gee whiz! Sure! Not only over them, but everybody else who does not know the art. Why, I know a man who—but never mind.

Just turn to the November and December, 1911, issues of the *Gregg Writer*, if you need further proof. Look at the list of railroad positions now held by one-time stenographers: General manager of the Grand Trunk R. R.; vice-president of the Milwaukee Lines; general manager of the Burlington System; passenger traffic manager, New York Central Lines; vice-president, Lehigh Valley; vice-president and general manager of the San Pedro Line; freight traffic manager, Santa Fe; passenger traffic manager, Southern Pacific; general freight agent, Illinois Central; assistant to the president of the Rock Island; freight traffic manager, Illinois Central; passenger traffic manager, Grand Trunk. In addition to these offices, you will find the names of many other men not now in the railroad business, but who gained the high positions they now hold in other lines through promotion from railroad work.



#### "Typewriter" or "Typist"

39. What is the difference between the meaning of the words "typewriter" and "typist"? Please give examples showing the correct use of each word.

Numerous illustrations of the correct and incorrect use of these words are found in contributions received. Reversing the usual order, we will give the illustrations first, and comments later. Possibly after you have read the illustrations, you will not need the comments!

"If your typewriter is contrary and stubborn and willful and refuses to work satisfactorily and harmoniously, and wastes a whole lot of time and paper in having to do the work over, are you justified in throwing the old typewriter out of the window and getting a new one?"

\* \* \* \*

"He took his typewriter on his knee, While the typist was off on a jamboree."

\* \* \* \*

"The good typist believes in keeping her typewriter clean and in good running order."



One young woman actually resents being called a "typewriter." This is what she says:

A typist is a person trained to operate a type-writing machine; so all persons engaged in doing such work are properly termed "typists." A typewriter is a machine for writing, and in so far as a person works in a purely mechanical way without bringing any intelligence into play, he resembles a machine and may be so called. Any live, up-to-the-minute worker, however, does not wish to be classed with the machine he operates.

The author of the above is Miss Amy D. Putnam, Hackensack, N. J., and she has some justification for her attitude—now, hasn't she?

As Miss Amelia H. Bohle suggests "as well say 'he is is a telegram' as 'she is a typewriter,'" and yet the civil service commission announces "Examination for stenographer and typewriter," and all the standard dictionaries justify the use of "typewriter" as meaning the person operating the machine. The court of ultimate appeal—usage—hands down the same decision.

Going into the matter a little more deeply, Mr. B. S. Barrett explains that etymologically we cannot consistently substitute "typist" for "typewriter":

Some misguided persons disapproved of the word "typist," and suggested "typer" instead. Others suggested "writer," and others "typewriter" for the machine and "typewritist" for the person, while still others derisively suggested "typewriter" and "tripewitist." They said you might as well say that a singist is one who sings, a walkist, one who walks, or a readist, one who reads, but you will notice that the suffix *er* is joined to verbs, and *ist* to nouns; so the etymological synthesis is correct, and the obnoxious word seems to have come to stay.

In conclusion, however, we shall announce that we intend to continue to use the term "typist" whenever possible, and we earnestly recommend all men who employ pretty girls to write their form letters and address their circulars to do the same.

We are obliged to hold over the discussion of Question 40 because of lack of space.

### Referred for Answer

46. I have heard that one of the commonest difficulties is to find stenographers capable of

dealing with medical terms both for stenographic work and reporting. How would you advise a stenographer who is fairly competent in other lines to prepare herself for this work?

47. Will you please print in the pages of your department information in regard to what is included in the United States civil service examination for stenographers? At what rate is dictation given, and what is the standard as to accuracy?

48. I am an interested reader of your enthusiastic magazine and a shorthand student. But I seem to have reached my limit on the machine. I have studied just five months and have now a speed of 55 words a minute with perfect accuracy and have written as high as 63 words a minute. As much as I practice I do not seem to gain in speed. I wonder if any of your readers could give me a few hints in getting my speed past the 50-word mark?

49. At various times I have read in the Question and Answer Department of the *Gregg Writer* advice to the effect that if a stenographer is not satisfied he should secure another position. Now, I should like to have someone discuss the other side of the question. What are the advantages in sticking to a position, and how does the "rolling stone" theory apply to the stenographic profession?

50. In the April *Gregg Writer* I have read the discussion on "The Stenographer and Outside Work." Now I am in a position where my employer is not only willing, but anxious, for me to do outside work. He feels that I will not abuse the privilege and thinks that I will be better satisfied if my time is all taken up and my income increased in this way. I want to know what methods I should take to obtain work of this kind and how I should charge for it.



### Kind Words

After a very brief study of Gregg Shorthand in a local school, I secured a position in an office where I found time to study the *Gregg Writer*, which has been my only teacher and inspiration for more than two years. A few days ago I was offered a position in a State office at an excellent salary, and thanks to what your publication has taught me, I have handled the dictation without difficulty. Accept my best wishes for the Forward Movement.

Lenore Calkins, Sacramento, Cal.

\* \* \*

I enjoy reading the *Gregg Writer*, and get a great deal of useful information from it, and I think every progressive stenographer would do well to subscribe.

Florence Gilbert, Rio, Wyo.



# The Reporter and His Work

News and Suggestions of Interest and Value to the Shorthand Reporter. Conducted by Fred H. Gurtler, 1018 City Hall Square Bldg., Chicago, to whom all communications relating to this department should be addressed.

## From Novice to Adept—V

### Observations

**T**HE elimination of every negative tendency in writing should be the aim of the fundamental constructive work of the student. This work must be done thoroughly and accurately so that a degree of skill will be secured which will enable one to apply the theoretical principles of the system in reporting at either high or low speed.

### Light Touch

Take a page of your notes and see how many negative elements are present. All your notes should be written with a reasonably light touch. By this is not meant continuous writing with a pen pressure producing the faintest possible line that can be seen. The tendency to end characters with a broad, heavy line or concluding stroke, as though that particular character was the last one you expected to make, is a serious and fatal obstacle in raising your speed. Each character should end with what is known as a "get-away" stroke, that is, a hair-line finish. This makes it possible to take up the next outline easily and quickly. It conduces to the spontaneous, forward movement so necessary in successful reporting. This peculiar fault is usually accompanied by the making of air strokes, circles and other movements during pauses. No matter how well you know the theory you can never secure speed handicapped by these faults in execution. To overcome this fault you should practice on familiar outlines at high speed and endeavor to cut out all unnecessary strokes in passing from one outline to another—aim to pass unhesitatingly from one outline to the next. That will develop rapid execution—a dispatch and fluency

which will result in an increasing speed and ease in all writing. It will take some time to realize this object, but you must not let that discourage you. Things which come easy go easy.

### From a Practical Standpoint

Our observations with reference to your style of writing do not alone refer to the accuracy of your outlines, but also to the practical advantages to be gained in the exigencies of actual reporting. The advantage of a uniformly light touch is to save your hand the energy required to make these heavier and more irregular notes. When you are called upon to write for hours at a time every useless expenditure of energy makes the work just that much more difficult. Those who are engaged in court reporting know this, and, to the extent that they have had time and opportunity to prepare themselves thoroughly for their work, they eliminate these negative elements of which I am speaking. It is desirable that you make artistic notes. Artistic notes are easily read notes—they possess reading power that makes their cultivation entirely worth while—and they are the source of much personal satisfaction. Such notes are, you will find, a very important part of your course of training. Often suggestions such as we are making here in these "observations" are regarded by those who should put them into practice, as mere preachments by one who is somewhat ideally inclined, but the writer is making these suggestions from his actual daily experience in producing transcripts of all kinds of difficult reporting. They are suggestions he very much desired during his own training period from one who by virtue of his experience could give trustworthy information.



## Jury Phrases—(Concluded)

|                                                                                     |                      |                                                                                     |                               |
|-------------------------------------------------------------------------------------|----------------------|-------------------------------------------------------------------------------------|-------------------------------|
|    | There may be         |    | Have you ever seen            |
|    | Cross examination    |    | Have you ever known           |
|    | Cross examining      |    | Have you been                 |
|    | Just as they did     |    | You don't have                |
|    | You must give        |    | You don't have any            |
|    | You must give that   |    | You don't have anything to do |
|    | You must give him    |    | You don't represent           |
|    | You must believe     |    | You don't believe             |
|    | You will accept      |    | You don't say                 |
|    | You will accept that |    | You wouldn't say              |
|    | If accepted          |    | You don't think               |
|    | Is that right        |   | You don't agree               |
|  | That is right        |  | You will agree with me        |
|  | Before that time     |  | Were you ever                 |
|  | What did you do      |  | As a witness                  |
|  | What did you do then |  | Did you ever make             |
|  | In the same manner   |  | Did you ever make any         |
|  | Going to be          |  | Did you ever request          |
|  | That is given        |  | For loss and damage           |
|  | As given             |  | So many years                 |
|  | Will you please give |  | So many times                 |
|  | Have you ever had    |  | Yes, sir, that is the         |



### Heavy Notes

Are your notes heavy? Does it make any difference whether you write heavy or light notes? It does in that it costs more energy to write heavy notes than light ones, and the reporter must save labor whenever he can do so. He must learn to conserve his energy. You can use your energy to better advantage than making heavy notes. Heavy notes are more easily seen by artificial light causing less strain on the eyes, but that one advantage is purchased at too great a cost, and for the beginner it is better to cultivate the knack of making light notes. In writing the light notes a certain hand control is obtained which may be used to secure temporary rest by allowing the hand to relax and make all notes uniformly heavy. Before making use of this suggestion you should be able to so control your hand that you can make either variety. Do not use the suggestion as a defense to inefficient work because of lack of proper training.

### Large Notes

Are your notes large? Do large notes keep me from writing fast? The writer thinks they do. Remember you are a beginner. You are forming a fundamental style and habit of writing, and during your preparatory period you should constantly bear in mind that the way you learn will be the way you will write in actual work. Form the correct style and habit and then when the stress of practical and difficult reporting comes, you will be able to do better work. Learn to write small notes, correct notes and artistic notes. This is very important as you will see when you get into work requiring the exercise of a high degree of skill. You must now take some of these statements for granted, but in actual work you will be able to prove every one of them. When you have perfect mastery of your hand so that you can make small and accurate notes and when at times it is necessary to write continuously for three or four or maybe five hours without interruption, and that at fairly good speed, or high speed, it may be desirable, and you will then have the ability, to change your character and style of writing temporarily as a means of resting your

hand. In such an event you want to be able to make large notes or small with equal accuracy and facility. But you must form the habit of making small notes in your general work, and resort to the large ones only in an emergency.

### Spacing

Regularity in the use of space in the notebook is an important feature. It will often be noticed that the notes of a stenographer who is taking dictation at his top speed will not maintain an even margin on the left-hand side and not infrequently on the right-hand side. This is a question of the control of hand and mind. It does not help your speed any to leave a wide left-hand margin or an irregular one. The skilful writer has overcome that and before you get along and waste a good deal of valuable time, why not be sure in your practice work to maintain a regular margin? You can easily get into the habit of leaving a large margin even at slow speed. Remember that such a habit will have to be overcome before you can be an expert. Why let a habit of that kind grow on you?

### Suggestions Applied

The application of these suggestions will make you a better shorthand writer. It is a personal matter with you. As usual there will be about five per cent of all shorthand writers who are interested enough in their own welfare to really endeavor to apply these suggestions and develop their latent ability. Do you want to be a part of the five per cent or will you consider that you, in your inexperience, if you are not a reporter, are able to say that your supposedly good methods of developing speed are the ones to follow? Out of our experience we have given these suggestions, and we trust that they will be accepted by our readers as having the force and value of all suggestions which are the result of that most helpful of teachers—Experience. Try them.



Counsel: What is your best recollection?

Witness: My best recollection is I don't remember.



## Mr. Gus G. LeCompte

Official Court Reporter, Second Judicial Circuit of the State of Missouri

**T**HE reward which comes from well-directed practice is illustrated in the case of Mr. Gus G. LeCompte, the Official Court Reporter for the Second Judicial Circuit of the State of Missouri. His first appointment as Official Court Stenographer came one year after he began the study of shorthand. He was practically self-taught, having spent only three months in school, for during the remaining nine he studied by himself. After mapping out a definite program for daily practice, with the assistance of his brother who is also engaged in reporting, he followed it regularly and uninterruptedly. The reward for his application and determination was an appointment as Official Court Reporter. His success demonstrates unmistakably what can be done by young aspirants to the reporter's chair who are willing to do a little well-directed hard work in preparation.

### First Appointment in Oklahoma

Mr. LeCompte received his first appointment in Oklahoma, several months after the territory was made a state. New courts were being established creating a demand for court stenographers. He applied for the position of official court reporter for the Ninth Judicial District of Oklahoma and his application was favorably considered. In this position he remained five years, with headquarters at Okemah, Oklahoma. In February last an offer carrying a larger salary from the Second Judicial Circuit of Missouri induced him to return to his native state. Mr. LeCompte was twenty-three when he received his first appointment.

### Importance of Repetition Practice

It was at the Springfield Business College, Springfield, Missouri, where Mrs.

Dark was then teaching, that the Official Court Reporter for the Second Judicial Circuit of Missouri began the study of Gregg Shorthand. On leaving school he became his own tutor in a room which he says he specially fitted up at the home of his parents in Cassville, Missouri. He supplied himself with a complete set of the Gregg publications, including the *Gregg Writer*, the contents of which he wrote and rewrote, reading back every line written and making corrections until they "had been taught to the fingers, so to speak." From this self-imposed program of training, Mr. LeCompte went direct to the reporter's chair at Okemah, Oklahoma, without having held a regular stenographic position.

From the first he appreciated the necessity of being fully prepared, and without any ado got busy and made himself master of the literature of his system. This seems such an easy course to pursue that many think it a futile one, but it should be noted that Mr. Le-

Compte attributes his early success and rapid rise to the schedule of repetition practice he mapped out and followed assiduously.

### Previous Education

Mr. LeCompte was born at Cassville, Missouri, December 30, 1885. He graduated from the Cassville High School in 1902. He then entered the Kemper Military School, at Boonville, Missouri, where he completed a special course of study. United States Senator F. M. Cockrell appointed him Cadet-at-large from the State of Missouri, to the United States Military Academy at West Point, from which he resigned before completing the course to take up court reporting.

He has reported many important cases,

Mr. Gus G. LeCompte



## Mr. LeCompte's Notes

(For key, see page 562.)

Joe Rieger X

© — — — — —

Ray W. / 18th

Ray W. / 18th

Ray W. / 18th

Ray W. / 18th

Ray W. / 18th

Ray W. / 18th

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Ray W. / 18th



the most recent one being that of *Walter H. Green vs. the Atchison, Topeka & Santa Fe Railroad Company*. This case was in the courts for three years, but was disposed of on April 14, 1912, a verdict being rendered in favor of the plaintiff for \$20,000. This case covered about 2000 pages of oral testimony. Other cases are: *State of Oklahoma vs. John Black*, murder; *State of Oklahoma vs. Peter T. Thompson*, murder; *State of Oklahoma vs. Arthur White, et al.*, murder; etc.

#### Methods of Working

Mr. LeCompte is very methodical in his work. He uses the loose leaf notebooks for convenience in filing notes by cases. He says:

I take all of my court work with a common falcon pen and ink and use the loose leaf notebook. By using the loose leaf system, you can index each case separately and put the cases tried at any particular term in a binding to itself. This enables you to locate a case quickly in case you have to transcribe same without looking through a great stack of notebooks.

#### Mr. LeCompte's Reporting Notes

The page of notes reproduced herewith from a page out of Mr. LeCompte's court notebook shows a style of characters smaller than is usually found in the notebooks of reporters. They are well spaced. The phrasing is good. The notes are instantly readable. Such writers as Gurtler and Werning would say they were not written with just the free and ready movement that they advocate so strongly, but when it comes to putting in the little seemingly unimportant words, Mr. LeCompte's practice would doubtless win their wholehearted commendation. There is an absence of the expedients which distinguish the reporting style of many reporters, but Mr. LeCompte gets there all the same. He departs from the common practice,

however, in the separation of the question and answer by an oblique line. Nor does he divide his page into two columns in taking testimony. It is not only interesting but it is also profitable to study the notebooks of reporters holding difficult and responsible positions and to note the differences in their methods and style of writing. They achieve their success by adapting themselves to local conditions and by consulting their own peculiarities of temperament. Mr. LeCompte's methods have brought him a high order of success.



#### Key to Mr. LeCompte's Reporting Notes

Joe Rieger, a witness, produced, sworn and examined on behalf of the Plaintiff, testified as follows, viz:

##### DIRECT EXAMINATION.

By Mr. Ellison—

Q Mr. Rieger, you are a practicing attorney here?

A Yes, sir.

Q During how long have you been practicing?

A About eighteen years.

Q During that time you have had numerous and many business transactions and become familiar with handwritings of all kinds?

A Yes, a great number.

Q I hand you, Mr. Rieger, plaintiff's "Exhibit B", also the justice of the peace record of Mr. Webber, and call your attention to pages one, two, three, four and five of said record, being the pages introduced in evidence, and I also hand you plaintiff's "Exhibit L" which contains five impressions of the defendant's notarial seal. Will you please compare the signatures of Mr. Webber as contained in the justice of the peace record with the signatures upon plaintiff's "Exhibit B," and the seal upon plaintiff's "Exhibit B" with the impressions of the seal upon "Exhibit L". In whose handwriting is the name "O. H. Webber" upon plaintiff's "Exhibit B?"

A The name "O. H. Webber" in the justice of the peace record and "O. H. Webber" on "Exhibit B" appear to be written by the same person; the same signature.



## Keys to Last Month's Shorthand Plates

#### The Point of View (Continued)

dangle forlornly from the telegraph wires. And after them comes marbles—or is it jack-stones? and then tops, and then roller-skates, and then—? But this is no child's almanac; I may have the series all wrong, but I have digested the principle, and I should never expect to

find a well-regulated child using jack-stones in the top season, or spinning tops in kite time.

It is not so with us older people. And I have been as bad as any. There was a time when I thought it a rather clever thing to take spring by violence. I brought out pussy-wilows in December—it is a common enough offence. And when they had gone through all



their stages, from silver kitten-paws to pink kitten-noses, then to fluffy yellow or green caterpillars, and finally had shed all these and sent out long pale shoots and masses of white roots, I was embarrassed to know what to do with them. I could not throw live green things like that out in January snow-drifts. I could not plant them, I did not want to keep them in a jar until April. Finally I threw them in the fire and left the room quickly.

I tried again with dogwood. I picked it in January, and by the end of February it was in blossom. It was beautiful, of course, and I was rather proud—I don't know whether my enjoyment of the results came more from love of beauty or from pride. But after the blossoms had shrivelled, there were still March and April. Whenever I passed a dogwood tree, I felt, somehow, uncomfortable. I had had my dogwood. These little dabs at spring simply took the edge off, like a nap just before bedtime.

This, I fancy, is almost always true. There is no greater pleasure than that of watching the seasons—any season, whether of vegetables or of people—observe their own times and develop their own qualities. Moreover, in the opposite habit, the habit that Faustus exemplified and most of our modern institutions encourage, there lurks a real danger. It is the danger that things will be valued, not in proportion to their real goodness or charm, but in proportion to the difficulty of obtaining them. Faustus's grapes had a certain natural value as grapes, but they had also an artificial value as grapes in January. In his case this meant, the Devil. In our more modern situation, it means a hot-house or a cold-storage plant, and the establishment that goes with it; or it means the equivalent of this in money—which we may or may not call the Devil, according to the way we happen to look at such matters.

Faustus was proud of his Devil, and we are proud of our hot-houses or their equivalent, and in the meantime the goodness of grapes as grapes is apt to become a secondary matter—not, perhaps, to the duchess, who merely ate the grapes, but to Faustus. He was not above showing off, neither was the Devil, neither are any of us, though we are usually above seeming to show off, having lost the naiveté of the old doctor and his Mephisto; and this desire blurs our appreciation of grapes as grapes, and all other things. It may, indeed, carry us so far that we shall find ourselves cherishing and exhibiting ugliness, because it is hard to get, and growing indifferent to any beauty that is not rare.

It is not only the fruits and vegetables that are getting mixed up. The seasons in people's lives seem to be losing some of their individual character, so that we never know just what we are going to get. In some ways this is a gain. For example, the definite putting away of childish things was not an unalloyed good. The complete shutting off of the child from the confidence of the adult, the complete alienation of the adult from the interests of the youth,

these are not habits to cling to. And yet it is a fact that life ought to bring us its various experiences with a certain regard to their seasonableness. and when we see little children going to "problem-plays," and grown-ups spending their mornings over cards and their evenings over picture-puzzles, one is tempted to think that something is wrong. Jacques would have to revise his summary of the seven ages of man, and still more of woman, rather thoroughly to make it pass muster now. There seems to be very little spring-time in the lives of to-day; it is mostly summer and Indian summer, while winter—quiet, hospitable, intimate, stay-at-home winter—is getting left out entirely.

If we don't look out, we shall infect Nature. She is a sensitive creature, highly "suggestible," as the psychologists put it. Some one has maintained that it was purely at the suggestion of the impressionists that she perpetrated London fogs and purple cabbages. She may do other things. There is no telling what she may not do. In imagination I look out upon a world where babes in tailor-made suits play bridge through snow-bound July evenings, where old ladies in pinafores skip about picking daisies in December; but let us not too wildly anticipate! Let us bring ourselves up sharply before it is too late. Let us consider whether we do not, after all, get the most out of things, whether they be grapes or kites or snow-storms or enthusiasm, by taking them in their season.—  
*From Scribner's Magazine.*



### The Blue and the Gray

By the flow of the inland river,  
Whence the fleets of iron had fled,  
Where the blades of the grave-grass quiver,  
Asleep are the ranks of the dead,—  
Under the sod and the dew;  
Waiting the judgment day;  
Under the one, the Blue;  
Under the other, the Gray.

These in the robings of glory,  
Those in the gloom of defeat;  
All with the battle-blood gory,  
In the dusk of eternity meet,—  
Under the sod and the dew;  
Waiting the judgment day;  
Under the laurel, the Blue;  
Under the willow, the Gray.

From the silence of sorrowful hours  
The desolate mourners go,  
Lovingly laden with flowers,  
Alike for the friend and the foe;  
Under the sod and the dew;  
Waiting the judgment day;  
Under the roses, the Blue;  
Under the lilies, the Gray.

So, with an equal splendor,  
The morning sun-rays fall,  
With a touch impartially tender,  
On the blossoms blooming for all,—



Under the sod and the dew;  
 Waiting the judgment day;  
 Brodered with gold, the Blue;  
 Mellowed with gold, the Gray.

So, when the summer calleth  
 On forest, and field of grain,  
 With an equal murmur falleth  
 The cooling drip of the rain;  
 Under the sod and the dew;  
 Waiting the judgment day;  
 Wet with the rain, the Blue;  
 Wet with the rain, the Gray.

Sadly, but not with upbraiding,  
 The generous deed was done;  
 In the storm of the years now fading  
 No braver battle was won;  
 Under the sod and the dew;  
 Waiting the judgment day;  
 Under the blossoms, the Blue;  
 Under the garlands, the Gray.

No more shall the war cry sever,  
 Or the winding rivers be red;  
 They banish our anger forever  
 When they laurel the graves of our dead.  
 Under the sod and the dew;  
 Waiting the judgment day;  
 Love and tears for the Blue;  
 Tears and love for the Gray.

—Frances M. Finch.

### Time Thrift

You complain of want of time—you with your boundless leisure. It is true that the most absolute master of his own hours still needs thrift if he would turn them to account. Will you permit me to offer briefly a few observations on time thrift which have been suggested to me by my own experience and by the experience of intellectual friends? It may be accepted for certain to begin with that men like yourself who seriously care for culture and make it next to moral duty the principal object of their lives are but little disposed to waste time in downright frivolity of any kind. You may be perfectly idle at your own times and perfectly frivolous even, but then you will be clearly aware how the time is passing and you will throw it away knowingly as the most careful of many economists will throw away a few sovereigns in confessedly foolish amusement merely for the relief of a break in the habit of his life. To a man of your tastes and temper

there is no danger of wasting too much time so long as the waste is intentional; but you are exposed to time losses of a much more insidious character. Few intellectual men have the art of economizing hours of study.

The best time-savers are the love of soundness in all we learn to do and a cheerful acceptance of inevitable limitations.

Each of us has acquisitions which remain permanently unavailable from their unsoundness; a language or two that we can neither speak nor write, a science of which the elements have not been mastered, an art which we cannot practice with satisfaction either to ourselves or others. Let us determine to have soundness, that is, accurately organized knowledge in the studies we continue to pursue and let us resign ourselves to the necessity for abandoning those pursuits in which soundness is not to be hoped for.—Hammerton, in *"Intellectual Life."*

### Letters of Recommendation

A gentleman once advertised for a boy to assist him in his office and nearly fifty applied for the place. Out of the whole number he in a short time chose one and sent the rest away. "I should like to know," said a friend, "on what ground you chose that boy. He had not a single recommendation with him." "You are mistaken," said the gentleman, "he had a great many. He wiped his feet when he came in and closed the door after him, showing that he was orderly and tidy. He gave up his seat instantly to that lame old man; showing that he was very kind and thoughtful. He took off his cap when he came in and answered my questions promptly and respectfully; showing that he was polite. He picked up the book which I purposely had laid on the floor and placed it on the table while all the rest stepped over it or shoved it aside; showing that he was careful. And he waited quietly for his turn instead of pushing the others aside, showing that he was modest. When I talked with him I noticed that his clothes were carefully brushed, his hair in nice order and his teeth as white as milk. When he wrote his name I observed that his finger-nails were clean instead of being tipped with jet like the handsome little fellow in the blue jacket. Don't you call these things letters of recommendation? I do; and what I can tell about a boy by using my eyes for ten minutes is worth more than all the fine letters he can bring me."

### List of New Members of the O. G. A.

(Continued from page 535)

Anna M. Kirk, W. Philadelphia, Pa.  
 Josephine Kirkman, Canton, Ill.  
 Alice G. Kivel, Dover, N. H.  
 Genevieve R. Knapp, Peabody, Mass.  
 Margaret A. Knight, North Berwick, Me.  
 George Knuth, Bloomington, Ill.  
 C. W. Krisher, Akron, Ohio.

George T. Lam, Hongkong, China.  
 James A. Lam, Hongkong, China.  
 Irene Lang, Winona, Minn.  
 Leola Lange, Nauvoo, Ill.  
 Frieda Larger, Passaic, N. J.  
 Eulalia Leahy, Astoria, Ore.  
 Harold Lee, Grand Rapids, Minn.



- Edwin R. Lenz, Wausau, Wis.  
 Frances Catherine Leonard, Washington, D. C.  
 Harry Levy, Bloomington, Ill.  
 Pearl Lewis, Oklahoma City, Okla.  
 C. O. Lichtenwalner, Tatamy, Pa.  
 Ethel Lord, Dover, N. H.  
 Margaret A. Lund, Tacoma, Wash.  
 Robert Lund, Aurora, Minn.  
 Alice F. Lunt, New Bedford, Mass.  
 Effie Lyon, Oklahoma City, Okla.  
 Delphine Maheu, Sarnia, Ont., Can.  
 Victoria Malo, Dover, N. H.  
 Mildred Marden, Grand Rapids, Minn.  
 Alex Mason, Gloversville, N. Y.  
 Edna C. Mauldin, Oklahoma City, Okla.  
 Florence E. McAfee, Wooster, Ohio.  
 Margaret M. McCaffrey, Easton, Pa.  
 Grace McClellan, Astoria, Ore.  
 Elizabeth M. McKinnon, Marquette, Mich.  
 Della McLean, Sharon, Mass.  
 B. V. McMahon, Washington, N. J.  
 Veronica E. McMahon, Lowell, Mass.  
 Gladys McNaughton, Grand Rapids, Minn.  
 Elizabeth E. Miller, Bay Port, Mich.  
 Ernest Miller, Bloomington, Ill.  
 Florence Miller, Astoria, Ore.  
 Mabel Misselbrook, Sarnia, Ont., Can.  
 Genevieve Monahan, Nauvoo, Ill.  
 H. Lathrop Morris, Hannibal, Mo.  
 Freda Morrison, Sarnia, Ont., Can.  
 Agnes C. Murphy, Bristol, R. I.  
 Jennie Nelson, Astoria, Ore.  
 Florence Newkirk, Joliet, Ill.  
 Irene Newton, Kansas City, Kans.  
 Frances Nitzu, Canton, Ohio.  
 Ruth Norman, Aurora, Minn.  
 Bart O'Brien, Seattle, Wash.  
 Etive Margeret O'Connor, Washington, D. C.  
 Teresa O'Connor, Laconia, N. H.  
 Mark Olinger, Oskaloosa, Iowa.  
 Jessie M. Olivier, Marquette, Mich.  
 Rhoda Olson, Aurora, Minn.  
 Louise Overhuls, Portland, Ore.  
 Bessie L. Owens, Parkersburg, W. Va.  
 Clara Pagal, Wausau, Wis.  
 Louise Paradise, Hannibal, Mo.  
 Tynnie S. Parpala, Astoria, Ore.  
 Mrs. Maud Parry, Oskaloosa, Iowa.  
 Jeannette Paul, Sarnia, Ont., Can.  
 Lynn H. Paulsen, Centerville, S. Dak.  
 Edna Paulson, Wausau, Wis.  
 Clara Pealer, Mt. Vernon, Ohio.  
 Nellie M. Pearce, Wooster, Ohio.  
 Mildred Pearson, Joliet, Ill.  
 Ebba Person, New York City.  
 Nellie Peters, Grand Island, Nebr.  
 Ola M. Pindar, Portland, Me.  
 C. W. Pratt, Cottonwood Falls, Kans.  
 Douglas C. Price, Grand Rapids, Minn.  
 James R. Price, Tuscaloosa, Ala.  
 Germaine Proulx, Amesbury, Mass.  
 Hattie E. Purcell, Antigonish, N. S., Can.  
 Amy D. Putnam, Arcola, N. J.  
 Frank H. Ravet, Bozeman, Mont.  
 Maggie Razez, Portland, Ore.  
 Myrtle Reynolds, Tacoma, Wash.  
 Louise Rhea, Bloomington, Ill.  
 Audrey Rhoton, Evansville, Ind.  
 Louis A. Rice, Frederick, Md.  
 Agnes Richards, Joliet, Ill.  
 Catherine Richland, Grand Rapids, Minn.  
 Daisy Deane Riley, Hannibal, Mo.  
 John Ritchardson, Hannibal, Mo.  
 Bessie Roberts, Carthage, Mo.  
 D. M. Roberts, Tacoma, Wash.  
 Hazel L. Rock, Canton, Ill.  
 Hanna Rose, Broken Bow, Nebr.  
 Allen H. Rosvall, Brockton, Mass.  
 Ruth Rylen, Huron, S. Dak.  
 Hans Saari, Aurora, Minn.  
 Clara Sage, Bloomington, Ill.  
 Mabel Salter, Tacoma, Wash.  
 Helen Sampson, Easton, Pa.  
 Elsie E. Schaupp, Tacoma, Wash.  
 Edward Schelosky, Evansville, Ind.  
 Rowena Schmidt, Hannibal, Mo.  
 Sarah Schnute, Evansville, Ind.  
 Raymond Schulze, Chicago Heights, Ill.  
 W. E. Shaver, Portland, Ore.  
 Mildred Shipman, Grand Rapids, Minn.  
 Ruth Sinclair, Easton, Pa.  
 Arthur G. Skeeles, Ellwood City, Pa.  
 May L. Smith, Eureka, Cal.  
 Nellie Smith, Columbus, Ohio.  
 Ida A. Sorkilmo, Dell Rapids, S. Dak.  
 Elizabeth Soult, Clifton, N. J.  
 Aletta Spence, Peabody, Mass.  
 Eva Stade, Grand Rapids, Minn.  
 Jacob Stam, Paterson, N. J.  
 Gladys Stanger, Bloomington, Ill.  
 Samuel C. Stewart, Holbrook, Oneida Co., Idaho.  
 Christina M. Stivers, Middletown, N. Y.  
 Leila Stone, Bloomington, Ill.  
 Florence Stratton, Canton, Ohio.  
 Marion Stratton, Laconia, N. H.  
 Viola Strupp, Wausau, Wis.  
 Jeannette Sunderland, Portland, Ore.  
 Helen A. Taaffe, New York City.  
 Cleota Taylor, Mt. Vernon, Ohio.  
 Julia M. Theobold, Marquette, Mich.  
 Agatha Thorp, Bloomington, Ill.  
 Nell Thrift, Aberdeen, Wash.  
 Mayme L. Tonella, Marquette, Mich.  
 Anna Tracy, Portsmouth, Ohio.  
 Nikoline Ulseth, Calumet, Mich.  
 Oline Ulseth, Calumet, Mich.  
 Marion G. VandenBrook, Green Bay, Wis.  
 Nona VandenBrook, Green Bay, Wis.  
 Sammie L. Veltum, Tacoma, Wash.  
 John Waldinger, Garfield, N. J.  
 Esther Waldman, Boone, Iowa.  
 Effie M. Walker, Bloomington, Ill.  
 Dorothea R. Warr, Paterson, N. J.  
 Alma Warra, Astoria, Ore.  
 Emily Watermolen, Green Bay, Wis.  
 Alberta Way, Fergus Falls, Minn.  
 Helen Weitzel, Grand Rapids, Minn.  
 Mary Welch, Bloomington, Ill.  
 Alice B. Welker, Mt. Vernon, Ohio.  
 Clara Whelan, Cedar Rapids, Iowa.  
 Della White, Parkersburg, W. Va.  
 Ethel White, Dover, N. H.  
 Wm. Theo. White, Sioux City, Iowa.  
 Russell Wilbern, Evansville, Ind.  
 Carrie Williams, Buntyn, Tenn.  
 Frank Williams, Mt. Vernon, Ohio.  
 Mary Wine, Phoenix, Ariz.  
 Edna Wright, Broken Bow, Nebr.  
 Henry Wright, Hannibal, Mo.  
 Avace Young, Joliet, Ill.  
 Grace Young, Pontiac, Ill.  
 M. F. Zimmerman, Aurora, Minn.  
 Mildred Zimmerman, Princeton, Ind.



EVERY great truth in all ages has had to battle for recognition. If it be right it is worth the struggle. Out of the struggle comes new strength for the victor . . . . The world has ever misunderstood and battled against its thinkers, its leaders, its reformers, its heroes.—William George Jordan.







[illegible]

## The Telephone

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AND COMMERCIAL  
EDUCATION

VOL. XV No. 11

JULY 1913



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# The Gregg Writer

Vol. XV

CHICAGO, JULY 15, 1913

No. 11

## The First Gregg Shorthand Convention in Great Britain

Held in Liverpool, Saturday, May 31, 1913

ON the evening of Saturday, May 31, the first convention of the writers and teachers of Gregg Shorthand in Great Britain and Ireland was held at the Clifton Hotel, Liverpool. There were seventy-five in attendance, and much enthusiasm prevailed. The Chairman of the meeting, Mr. John A. Morris, president of the Liverpool Gregg Shorthand Association, pointed out that the number in attendance exceeded that of the first convention of the Gregg Shorthand Association of America.

### President's Address

Refreshments were served at 7:30. The tables were cleared away, a flashlight picture was taken, and the meeting called to order. In his address as Chairman, Mr. Morris said:

Ladies and Gentlemen: With a pleasure that no words can adequately express, I formally declare open the first annual Convention of the Gregg Shorthand writers of Great Britain and Ireland. As doubtless you all are aware, our convention synchronises with the Silver Jubilee of the shorthand system we both preach and practice. We are told that extraordinary preparations are now being made in America to celebrate there the Jubilee, in a manner befitting both cause and occasion. We hope sincerely that the convention in Chicago next August will be so successful that the anticipations of even the most sanguine among the many, many thousands of American Greggites will not only be realized, but far surpassed. We hope this as I say sincerely, yet we local disciples of Gregg feel a comfortable glow of satisfaction in the knowledge that the first celebration of the Jubilee is taking place here and now in our own town, here in Liverpool, the city in which, 25 years ago, Gregg Shorthand first saw the light of day.

This meeting to-night is the largest gathering of Gregg writers that England has ever seen. We readily admit that, comparatively speaking, the gathering is, after all, but a very small gathering. Here in the old country we Greggites form at present only a very, very tiny group of progressives, a mere handful of enthusiasts. Comparing our little party with the thousands of Pitmanites scattered throughout

the land, the non-shorthand writer might almost regard us as a negligible quantity. Yet we have before us the example furnished by our cousins, and co-thinkers on the other side of the Atlantic. American Greggites have set us a pattern to imitate. Be ours the task to better the design, or failing that, at all events, to equal it.

Besides, although we really and truly are such a very tiny body, the mere fact of our smallness causes us no apprehension. Everything must have a beginning. Rome was not built in a day. Great oaks from little acorns grow. Supreme confidence is ours that, ere many more years have come and gone, the acorn we have placed in the soil to-night will have grown into a giant of the forest, into a sturdy oak with branches widespread to every point of the compass. The soil will need watering, the tender plant will need assiduous care, the sapling will need training. All this will take time, but it won't be such a very long time. In the course of but a few years the tree will be able to stand alone, and to flourish, and still to flourish in the teeth of the fiercest gale that envious elements can produce.

We Greggites have faith; also we have enthusiasm; and again and still again has history proved that the man who combines faith with enthusiasm may set out with light heart to conquer the world. Indeed, I myself am convinced that in faith combined with enthusiasm lies the true secret of the allegory of the lute of Orpheus, that wondrous lute by the music of which Orpheus was able to move mountains and to make the woods to dance at his bidding.

We who are assembled here to-night represent the beginnings of a shorthand avalanche, an avalanche that some day in the very near future will overwhelm Great Britain from Land's End to John o' Groats. To-day, as I have said, we are but a tiny handful of enthusiasts, each known to and knowing the other; to-morrow we shall be scattered and indistinguishable units in a vast crowd of Greggites. But we shall know, and the knowledge will give us pleasure inexpressible, that we have been pioneers in a movement that aims at the good of humanity; or, at all events, that aims at the good of all English-speaking people.

You younger folk who are acquainted with the primrose path to shorthand speed opened out by the Gregg system, will not fully realize—you can never fully realize—what a truly wonderful system Gregg Shorthand really is, what an enormous sparing of brain-fag it means



FLASHLIGHT PHOTOGRAPH OF FIRST GREGG SHORTHAND CONVENTION IN GREAT BRITAIN, HELD AT CLIFTON HOTEL, LIVERPOOL,  
MAY 31, 1913

Front row from left to right: Mrs. J. Jakeman, Mr. J. Jakeman, Jr., Mr. E. W. Crockett, Mr. J. Jakeman, Sr., Mr. J. R. Gregg, Mr. J. A. Morris,  
Mrs. J. Balsam, Mr. J. Balsam



to the student. But Mr. Balaam and others who to their sorrow know the manifold snares and the pitfalls innumerable which beset the weary feet of the traveler in the paths of Pitman, assuredly will appreciate and warmly endorse every word I have uttered.

Words at the best are idle. By deeds alone we can make our presence and our importance felt. Let us be up and doing! Victory will assuredly be ours in the long run—I'm even thinking that it will be ours in the short run—but, if any among you have the notion that the fight will be a walkover, please eradicate that notion right away. We shall have to surmount many troublesome obstacles; we shall have arrayed against us all the subtle forces of deep-rooted prejudice. However, let us take as device the motto of the gallant regiment now associated with our city. That device is: "Nec aspera terrent"—"Difficulties do not daunt us." Any difficulties that may beset our paths, any opposition we may encounter let these but spur us on to further and still more vigorous efforts. All the armour, all the weapons, all the support we may need, we shall find these ready to our hands in the system we advocate. The Gregg armour is impenetrable, the Gregg sword is invincible, the Gregg support is based on the Gibraltar-like rock of unanswerable logic.

Really, ladies and gentlemen, whenever I start talking shorthand, especially Gregg Shorthand, my tongue can wag untiringly for hours. But speakers are many, and time is fleeting. I must pull myself up short and sharp. I thank you for your patience in listening to me so attentively, and call at once upon Mr. Balaam, the Bradford representative. [Applause.]

Mr. John Balaam, Bradford, said:

Mr. Chairman, ladies and gentlemen:

I certainly am not prepared to say much this time, but I think it is at least incumbent on me to express the gratefulness I and my wife feel towards Mr. Jakeman that we should be present on such an occasion as this. Only last week, I made a proposition to prepare a paper on some suitable theme; yet, in spite of my burning enthusiasm for everything pertaining to the "Forward Movement," I must confess I felt greatly pleased when he wrote me in return, saying he would relieve me of what he thought might be a somewhat trying ordeal. However that may be, I cannot do less than give expression to the delightful feeling we both have at being present to-night with Mr. Gregg and a goodly number of pioneers in the work to be achieved. In other words, I refer to the stand Mr. Gregg has now taken in order to put the system on a business foundation "on this side." There is not the slightest doubt his presence here will be widely felt. I think that is obvious, when we consider the remarkable advancement his system has made in America and elsewhere. I feel confident that if we mete out to Mr. Gregg anything like a reasonable proportion of our best endeavours on his behalf, the time is not very remote when we shall reap a glorious harvest.

In conclusion of my few remarks, I want

you to clearly understand that I hope to take an active part in future conventions, and not merely the part of a cypher which, unfortunately, I must admit I am taking to-night. May the earnest efforts of all concerned be crowned with success.

### The Purpose of the Meeting

The Chairman then called up Mr. Joseph Jakeman, Jr., principal of the Gregg School, Liverpool, and vice-president of the Association. Mr. Jakeman was given a very cordial reception. He said, in part:

We are met here this evening for a three-fold purpose; *first*, to celebrate the 25th anniversary of the publication of Gregg Shorthand; *secondly*, to extend the hand of fellowship to Mr. Gregg; *thirdly*, to show our appreciation of his labours for the benefit of mankind. Liverpool writers ought to be proud of the fact that this city is the birthplace of the system, and I am sure we are all proud and honoured to have Mr. Gregg with us on this historic occasion. The American Association is to hold a similar celebration in August next, and Mr. Gregg must return in time for that meeting. Had it not been for this fact, he would have remained with us longer.

Twenty-three years ago I entered Mr. Gregg's employ as Junior Assistant and I am proud to be here this evening as the pioneer of the Gregg Shorthand revival in England which commenced seven and a half years ago.

### Optimism, Enthusiasm, Faith

I was always optimistic about Gregg Shorthand, and had the feeling for years that the system would one day be as popular in England as it is in America. It was this faith, and the knowledge that I had Mr. Gregg's moral support, that sustained me and urged me on. Our records in this country are not very great, but I trust, after you have heard what Mr. Gregg has accomplished in America with his splendid organization, and what he intends to do in England, you will be encouraged to give us all the support within your power to help forward this great movement.

I know that, in the past, we have had little upon which to build enthusiasm, but the conditions are now about to be altered. Mr. Gregg has come over specially to open up business in this country, to put it on a firm foundation. Mr. Gregg means business and intends to come over for several months each year. I would impress upon you the fact that we are fortunate in having the only living shorthand author who has made a success of his system. Mr. Gregg, by his indomitable courage and perseverance, has been able to withstand the strong and bitter attacks made against him and the system, and to-day he has the most successful shorthand publishing business in America, and the strongest organization of shorthand writers in the world. Knowing the tremendous success he has



achieved, we are certain that now he has put his hand to the English business we shall go on to victory. There will be no turning back. I would urge all of you to use your imaginations and try to look forward a few years and see what this movement may mean to you personally. There will be such a demand for Gregg Shorthand writers and teachers that we shall have difficulty, for some time, in filling the orders. When that time comes I wish you all to be in a position to proudly say, "I was a pioneer in the Gregg Movement and helped to swell the ranks of the Gregg Army by recommending the system to others."

I would remind you that to-day is also the anniversary of our victory in the English Junior Shorthand Championship Contest, and you see here the silver Championship Cup which Mr. Crockett won.

Mr. Jakeman then described the work of the Liverpool Gregg Association, and concluded as follows:

I hope you will all go from this meeting feeling that it was good to be here; that you have learned something; that you have been inoculated with the germ of Gregg enthusiasm, with the determination to do what you can to help forward this great movement.

The popular (and handsome) Secretary of the Liverpool Association, Mr. P. B. Cottle, was warmly greeted when he rose to speak on "Our Association." Mr. Cottle described in detail, and with considerable humor, the work of the Association. Some of his sly references to the idiosyncracies of members caused much laughter. After describing a discussion he said—"and the remainder of the members present make derogatory remarks about the Secretary." Mr. Cottle concluded with an earnest appeal for support of the Association by every writer of the system.

#### A Review of Mr. Crockett's Work

The next speaker was Mr. Ernest W. Crockett, who gave an interesting account of his experiences in the contest for the Junior Shorthand Championship. In this contest Mr. Crockett won the cup in competition with twenty-four writers of the older system. Mr. Crockett's paper follows:

Mr. Chairman, ladies and gentlemen: In this short paper I propose to give you a brief account of my experiences in what is a really interesting and exciting sport—Cup-hunting. The little piece of sideboard decoration that you see on the table is, as many of you are aware, the English Junior Shorthand Championship 1919 Cup, which title sounds really imposing. The coincidence is, to say the least of it, remarkable that to-day is the anniversary of that

contest. Just twelve months ago to-day, at precisely 8 a. m., Mr. Jakeman and I left this city on our four or five hours' journey to London. This was completed without any untoward happening. We arrived in London about 1 o'clock. It may not have been, but at that time I certainly thought it was, the hottest day I ever experienced in my life; and, in addition, carrying a bag does not exactly conduce to extra comfort. However, it was not very long before we landed at the cafe where Mr. Jakeman proposed we should lunch; and the rest in the cool room was most gratifying.

After lunch, Mr. Jakeman had a few calls to make, and on this excursion I accompanied him. This necessitated a good deal of 'bus-riding, to say nothing of tramping a considerable distance as well. The result was that by tea-time I felt that I would much rather cool my weary brow with ice-bags than compete in shorthand contests. We therefore took matters easily over tea—so easily, in fact, that we arrived at the competition hall with five minutes only—and no breath whatever—to spare.

In the examination room I had a very good seat on the second row. The reading was clear and well-timed—though, in the 120 test, I confess I was rather startled on hearing the word "antithesis" pronounced in what was to me a decidedly original manner—"anti-*the*-sis." Apart from this, the reading was very good, and the matter was not particularly difficult. There was a big engine of some sort in the room underneath which shook the floor with its thumping, but, of course, in that disadvantage all the other entrants shared equally with myself. But what, on the face of it, seems the strangest feature of the contest was—that I won the cup.

I think there is no doubting the fact that I was seriously handicapped. A long and wearisome train journey, a tramp around London thoroughfares in sweltering hot weather, a final rush to be in time for the contest—these things combined constituted a grave disadvantage. Of course people might look at me and say, "Ah, yes, but then you're very clever," and, naturally, I like people to think so! But, much as I myself should like it, I fear that, in justice, I cannot lay claim to any such superior intellectuality. No, there is no dodging the fact that I was considerably handicapped in that contest. There was just one thing in my favor. But that one thing gave me such an enormous advantage that, in spite of all unfavorable conditions, I was enabled to secure first place with an accuracy record of over 99 per cent on all tests. And that one thing was the fact that I wrote the *Gregg* system of shorthand!

Personally, I do not like to appear boastful, but I think I can say without undue egotism, that, with this cup in my possession, I need not entertain great fear of continued unemployment, because shorthand is a valuable asset in business, and shorthand cup-holders are not lying around unused like pebbles on the beach.

I therefore hope that this brief paper will encourage others among you to "go and do



likewise." In winning a contest, you not only help the system—though, of course, you do that—but you further to a much greater extent your own future prospects of advancement. It is worth anybody's while to show up well in a contest of this kind from the standpoint of his own pecuniary advantage—and, after all, we have not yet attained to such a degree of altruism that we are entirely oblivious to our own material well-being.

The moral I would point is this: If you want to advance your interest, win cups; if you want to win cups, write GREGG SHORTHAND.

Mr. Jakeman, Senior, was next introduced by the Chairman, as the first student and teacher of Gregg Shorthand, and was heartily applauded. Mr. Jakeman said:

Mr. Chairman, ladies and gentlemen: One day a mother took her little boy into town to buy him some clothes. At one shop they went to the little boy espied a pair of trousers that he apparently fancied very much. He said, "Mother, buy me this pair; I DO want this pair." The mother, in surprise, looked at the trousers and saw a card attached to the seat containing these words: "*Can't be beat.*" [Laughter and Applause.]

Well, we are here to-night to meet the author of a system that "can't be beat" [applause] and I want to help you all to believe that.

#### "From the Beginning"

I had the great honour of being present at the birth of the system. I well remember how, one day when I went into the institute at Dale Street, John Robert Gregg stood in front of the fireplace leaning on the chimney-piece. He said to me, "Mr. Jakeman, I may as well tell you that I am bringing out a new system." From that moment I felt interested in it. I think I was the nurse, for I helped Mr. Gregg to correct the proofs, and such like, and I began to learn the system before the book was published.

Then, after that, I helped to teach the system and when the name of Mr. Manger was mentioned here to-night, why, my heart leaped as it were, and I said to Mr. Gregg, "Why that is the man to whom we taught shorthand in a month." There was a situation for him if he could write shorthand at the end of a month. Mr. Gregg said, "Yes, I think we can manage it, if you will only stick to it," and we took him in hand. When he had mastered the theory, Mr. Gregg or I gave him dictation, and, at the end of the month he walked into the office of the employer and obtained the situation and he holds a situation in the same office to-day. That is what can be done with the system. There are many here who have been Pitman writers as I have been myself, and I want to ask you—did you ever know such a thing to be done with Pitman? [Cries of "No."]

Then, of course, we had a great deal of opposition. Mr. Gregg and I began an associa-

tion. We used to meet and talk and help each other but there was no one to applaud as we have had to-night. But we have lived to see the day when we do get the applause. [Applause.] But the opposition seemed to be far too great for a young man—Mr. Gregg was twenty-five years younger then—(Mr. Gregg: "And so were you.") [Laughter]—and so was I. And so he did what turned out to be the right thing; he went to America where people don't talk as they do in this country. We had dozens of people come into the office and ask about the system and then wind up by saying that "their uncle, or their grandfather, wrote Pitman and so they had better learn it!" I don't think Mr. Gregg met with many such as that in America. There it is a question of what the system can accomplish; never mind who writes it; never mind who is the author; what can the system do?

And now to-night I looked around me at this meeting and my mind was carried away to America. I thought of the great success of the system in that country and I asked myself this question, "Why has Mr. Gregg been so successful?" I will tell you. It is because he has been like Daniel. A teacher was giving a class a lesson on Daniel, and one boy said, "Please teacher, why didn't the lions eat him?" The teacher replied, "Because Daniel was three parts backbone and the rest grit." [Applause.] And that is why Mr. Gregg has not been swallowed up by the opposition that he has had to contend with.

And if you young people want to be successful as Gregg writers, you must be of the same mettle, backbone and grit, full of perseverance and of energy. There are spheres in life in the future for all young people who are full of energy, and the time is coming, and coming very soon, when those young people who have lazy habits and who are not ambitious will have to take a back seat. [Applause.]

The Chairman then introduced Mr. Gregg, who was welcomed with prolonged applause. Mr. Gregg began as follows:

Mr. Chairman and friends: I should be overwhelmed at the cordiality of your reception if I did not realize that the greater part of it was for the cause I represent and not for me as an individual.

When I spoke to Mr. Jakeman about what I should say to you to-night, he said, "Well, you'll get ideas from the previous speakers and you can be guided by what they say." The trouble is that I have got so many ideas that I really don't know where to begin; I don't know what to take up, what to omit, or what to enlarge upon. And so I am just going to talk to you freely and perhaps discursively on the history of the work in which I have been engaged during the past twenty-five years.

The topic on which I have to speak is "The Past, Present and Future of the System," but before I speak of that I want to allude to the Association. As Mr. Jakeman said, in those old days we had our association of two or three of us who gathered together in that little upper room in 62 Dale Street. Then,



after I left this country, I tried to form another association. I wrote to two or three faithful writers of the system and urged them to gather together. I wrote in particular to a very enthusiastic student named Miss McCabe and also to a young man, a Mr. McClare of Liscard. I gave them letters of introduction to one another and they visited. For a while they wrote to me about their plans. They told me about their plan of organization, about the constitution and by-laws, their programmes and all the rest. They continued to visit one another and they continued to write me, Miss McCabe dwelling upon the helpfulness and interest of Mr. Clare, and the other emphasizing the charm and enthusiasm of the lady. So I was encouraged to believe that a grand association was being formed. But, I regret to say, the only association I ever heard of after that consisted of two—who got married. [Laughter.] Evidently their conversation did not confine itself exclusively—as it should have done—to shorthand, and so that association vanished into thin air. Well, I am glad to know that you have now an Association which I believe will be the pioneer of a very great organization throughout the British Empire.

Mr. Gregg then gave an account of the origin and development of the system, interspersed with humorous stories of his early struggles. He told how the sustaining factor back of him was the very intense belief that the work in which he was engaged was for the benefit of mankind—for the advancement of an art which was of great importance to the world. And it was because of this conviction—confirmed as it was by many years of observation and experience—that he felt it incumbent on him to carry on this crusade while life lasted. His heart went out to thousands of young men and women who were struggling with the complications and eccentricities of the old systems. It was because of this he had decided to do what he could to place the Gregg system within the reach of the young people of the United Kingdom. Mr. Gregg gave an inspiring account of the wonderful progress of the system, not only in America, but in other parts of the world. After talking about the speed records made by writers of the system in the contests, and particularly by Mr. Swem, he said:

I am glad to know that here in England we have some writers of Gregg Shorthand who can accomplish things that are notable. Opposite me I see reporting these proceedings a young man who has done a wonderful thing in gaining this Cup. You have heard the story of how that Cup was won and of the unfavorable con-

ditions under which Mr. Crockett worked. It was a very modest statement, because he left out one factor that was perhaps as detrimental as any other; that was the consciousness that so much depended on him and that he was surrounded by hostility and prejudice. It is very easy to be brave and cool in a crowd that is with you, but it is quite a different thing to be calm and self-possessed—and to win—in a crowd that is against you [Applause], that requires courage and sterling qualities. Mr. Crockett won under these conditions against twenty-four contestants on their own field, in London, after a trying journey and with a Board of Judges consisting exclusively of Pitmanic teachers. I call that a splendid achievement [Applause] and I hope that other writers may be inspired by Mr. Crockett's example to go and do likewise.

Mr. Gregg then explained his plans for popularizing the system in the United Kingdom, paid a warm tribute to Mr. Jakeman, Mr. Morris, Mr. and Mrs. Balaam, and others who had kept the flag flying. He appealed to those present to "participate in this renaissance of the Gregg Shorthand Movement." He said:

In helping it forward, you are serving humanity and relieving the burdens of countless thousands of young people, putting them on the road to success such as they could not achieve with the complicated methods hitherto in vogue. I am not saying anything derogatory to any other system except that what was good may be bettered. I have an infinite respect for the old horse-car in which I used to ride in Liverpool in my day, but I would not ride in them to-day when I have these fine electric trams to use.

I want to explain my very deep sense of the compliment you have paid me in being here to-night and my appreciation of the interest you are taking in the cause of shorthand progress. Before closing I want to convey to you the good wishes and fraternal greeting of the writers of Gregg Shorthand in America—which so many of them wished me to express to you—a clasp of hands across the sea, in a common cause and a common belief. [Loud and continued applause.]

At the suggestion of the Chairman, Mr. Gregg was requested to express to the members of the Gregg Shorthand Association of America the appreciation of the greeting and to convey to the American writers of the system the hearty good wishes of their English cousins for the success of the highest representation of our common language.

After votes of thanks to Mr. Gregg, and to the Chairman, the meeting closed with an informal reception.



## Some of the Pioneers of Gregg Shorthand

- Mr. Fred H. Spragg; first student of Gregg Shorthand. (Began May 11, 1888 —from sheet lessons).
- Mr. Joseph Jakeman, Sr., Liverpool, England; first teacher of Gregg Shorthand.
- Mr. J. Carlisle McCleery (Deceased); the second student of Gregg Shorthand, and the first to advocate it in the public press.
- Miss Emma A. Tibbetts; first proprietor of an American business school (Salem Commercial School, Salem, Mass.), to adopt Gregg Shorthand (November, 1893).
- Miss Emma Smith (now Mrs. George P. Lord), Salem, Mass.; first teacher of Pitman shorthand in America to change to Gregg Shorthand.
- Mr. Victor Frazee (now Principal of a Grammar School, Providence, R. I.); first to teach Gregg Shorthand in a public high school.
- Mr. Frank Rutherford; first to teach Gregg Shorthand in the United States, and the first to give blackboard demonstrations with it.
- Mr. Edward J. Deason; first to demonstrate the high-speed possibilities of Gregg Shorthand by writing two hundred words a minute for over six minutes in a public hall within eighteen months of the publication of the system (October 11, 1889).
- Mr. George Watson, Chicago; first to teach Gregg Shorthand in Canada.
- Mr. E. J. Mielly, New Orleans; first to teach Gregg Shorthand in the Southern states, and third in the whole country to teach it.
- Mr. Robert T. Bowle; first to establish a class in Gregg Shorthand in London, England.
- Miss Henrietta Johnston; first Pitman teacher in Canada to change to Gregg Shorthand (then teaching in Forest City Business College, London, Ont.).
- Rabbi Solomon Schindler, Boston; first member of a School Board to advocate the introduction of Gregg Shorthand in the public schools, when, in 1893, in a speech before the Board of Education in Boston, he said, "I feel sure that Gregg Shorthand will become the ruling system in this country."
- Mr. Judson P. Wilson, President of Wilson's Modern Business College, Seattle, Washington; first school proprietor west of the Mississippi to adopt Gregg Shorthand.
- Mr. Walter Rasmussen, St. Paul, Minn.; first person to teach Gregg Shorthand in the Northwest.
- Mr. W. E. Van Wert; first to establish an American shorthand magazine, the Gregg Writer, devoted to the interests of Gregg Shorthand.
- Mr. Charles M. Miller, New York; first president of the Gregg Shorthand Association of America, and one of the first of the Pitmanic teachers to change to the system. In his address as president of the Gregg Shorthand Association, he said, "Never has anything in education opened the door of possibility so wide to the masses as Gregg Shorthand. . . . Nothing in shorthand has ever occurred like it before, and its possibilities are unknown. A brilliant future lies before Gregg Shorthand not only in this country, but in all English-speaking countries on the face of the globe."
- Mr. John M. Morrison, Christchurch, New Zealand; first to introduce Gregg Shorthand in New Zealand.
- Mr. J. Wyn Irwin, Christchurch, New Zealand; first to take up the work of Mr. Morrison, and carry it forward to great success.
- Mr. Philip C. Baines, Brisbane, Australia; first to introduce Gregg Shorthand in Australia (1889), and the first to publish a magazine in the characters of the system (the Queensland Light-Liner).
- Mr. Richard G. Scanlan, Toowoomba, Australia; first Pitmanic teacher in Australia to change to Gregg Shorthand.
- Mr. E. D. Westbrook, President of Westbrook Commercial Academy, Olean, N. Y.; first proprietor of a business school in New York to adopt Gregg Shorthand.
- Mr. Walter F. Nenneman, Chicago; first employee of the Gregg Publishing Company in Chicago, now Treasurer of the Gregg Publishing Company.



- Mr. J. W. Westervelt, London, Ont.; proprietor of first Business College in Canada to adopt Gregg Shorthand.
- Miss Pearl A. Power; first person regularly employed to write plates for the *Gregg Writer*.
- Mr. Edward Nichols, Boston; first practical and experienced Pitmanic writer in America to change to Gregg Shorthand.
- Mr. J. Stewart, Boston; superintendent of the first institution of any kind in America to introduce Gregg Shorthand (Boys' Institute of Industry, Boston).
- Mr. Raymond P. Kelley; first public demonstrator of the high-speed possibilities of Gregg Shorthand, and first secretary of the Gregg Publishing Co.
- Mr. G. W. Moothart, Farmington, Missouri; first school proprietor in Ohio (where he resided at that time), to adopt Gregg Shorthand.
- Holy Redeemer School, Portsmouth, Ohio; first Catholic school in America to adopt Gregg Shorthand.
- St. Aloysius College, London; first Catholic College in England to adopt Gregg Shorthand (under instruction of Rev. O. J. Foley).
- Mr. John M. Hill, Oklahoma City; first practical writer of Pitmanic shorthand and school proprietor in Missouri to adopt Gregg Shorthand.
- Senor Camilo E. Pani, Mexico; first to adapt Gregg Shorthand to a foreign language.
- Mr. C. E. Howard; first Pitmanic teacher in California to change to Gregg Shorthand.
- Mr. L. C. Howland; first to teach Gregg Shorthand in the Hawaiian Islands (in the famous Oahu College, Honolulu).
- Mr. Paul G. Duncan; first winner of the Gregg Teacher's Medal.
- Mr. Fred H. Gurtler; first professional reporter using Gregg Shorthand in Chicago, and first to demonstrate the superiority of Gregg Shorthand in speed and legibility by winning the Miner Medal in competition with fourteen other contestants.
- Miss Salome L. Tarr; first to establish highest record for accuracy on solid, non-court matter in a public contest, 99.4 per cent perfect (Miner Medal Contest, Washington, D. C., 1910).
- Mr. Charles L. Swem; first to establish the highest record for accuracy (99.8 per cent perfect), on solid, non-court matter in the contests of the National Shorthand Reporters' Association, and the first writer of shorthand in the world of his age and experience to establish a record of 237 words a minute on jury charge and 268 on testimony. Also first Gregg writer to be appointed personal stenographer and official reporter to the President of the United States.
- Mr. Thomas P. Scully, Cincinnati, Ohio; first teacher employed as assistant to Mr. Gregg in Chicago.
- Mr. D. D. Mueller, Cincinnati, Ohio; first prominent teacher of Pitmanic shorthand in Southern Ohio to adopt Gregg Shorthand.
- Mr. James Oppenheim, New York; first student of Gregg Shorthand in New York (1896), to be awarded a prize by Mr. Gregg. Mr. Oppenheim was then 14 years of age. Mr. Oppenheim is now a famous author. Shorthand proved a stepping-stone to his success.
- Miss Paula E. Werning; first to win the C. S. R. Certificate (Certified Shorthand Reporter), New York, under examination, also first to establish a record of *absolute accuracy* in a public speed contest (Baltimore, 1910).
- Mr. A. St. Clair Humphrys, Newcastle-on-Tyne; first to teach Gregg Shorthand in the north of England.
- Mr. P. Murray, Belfast, Ireland; first in Ireland to teach Gregg Shorthand.
- Mr. Ernest W. Crockett; first Gregg writer in England to win a shorthand contest (the Junior Shorthand Championship, 1912, in competition with twenty-four writers of the Pitman system).
- Mr. T. J. Risinger; first proprietor of a business school in Central New York to adopt Gregg Shorthand.
- Mr. John I. Levin, St. Paul, Minn.; first Gregg writer to be appointed reporter of Congressional committees, Washington, D. C.



The test of excellence in a profession is excellence of performance.—*Louis D. Brandies.*







## The Last Message From the Secretary of the G. S. A.

### Membership Fee

**D**O not confuse the G. S. A. membership with the Testimonial enrollments. The membership fee in the G. S. A. is \$1.00 per year. This year this fee covers the cost of the testimonial enrollment, so that every member of the G. S. A. in good standing is entitled to have his name placed on the Testimonial. All contributions should be sent before July 15 to the following address of the Secretary-Treasurer:

Miss Pearl A. Power,  
c/o W. Chicago Park Commissioners,  
Union Park, Chicago, Illinois.

### Out of Town Guests

We have had numerous inquiries from teachers who have never visited Chicago and who must necessarily travel alone, from their home city. This need not prevent anyone from coming, however, as there will be a local committee whose duty it will be to provide for the accommodation of out-of-town guests from the time they reach the city; so that during their stay in Chicago, they may be relieved of every unnecessary responsibility.

As this committee will have much to look after, we would kindly ask that *all those expecting to attend the convention send in their names at once to the secretary*; also, any particulars concerning accommodations desired, when they expect to arrive, how long a time they expect to be here, whether or not they intend to remain through the National Shorthand Reporters' Convention to be held here the following week, also at the LaSalle Hotel, and which it will be well worth while to stay over to attend.

It is not necessary to stop at a hotel if you do not wish to. Those desiring other accommodations can be nicely provided for if we know in time.

### Social Features

Don't forget our social features! There will be a reception on Monday evening. The banquet and dance will be Thursday evening, probably; and other entertainments are being arranged which we cannot explain definitely at this time. All we shall say is that there is a week of pleas-

ure and profit ahead of everyone who is fortunate enough to be with us. Better come!

### Another Word as to Hotels

The rates offered by the LaSalle Hotel, the headquarters for the coming convention, and also the coming meeting of the National Shorthand Reporters' Association, to be held the week following, are as follows:

Rooms with bath, \$2.00 per day, and up.  
Suites of 2 rooms each with one large connecting bath:

1 person in each room, \$4.00; \$2.00 each person.

4 persons, \$6.00; \$1.50 each person.

3 persons, \$5.00.

### Our Friends Abroad

In sending in membership fees and testimonial letters, our friends abroad have been as responsive and enthusiastic as our writers who are more closely identified with the work at home.

We acknowledge with thanks, their kind words and contributions.

### Kind Words

Miss Marjorie Cole, Elizabeth, N. J., writes us as follows:

Every month since the idea of the Silver Jubilee was suggested, I have intended to forward my small contribution toward the realization of the slogan: 2,500 members. I hope I am not too late, for it will be something to be proud of, to feel that one's name is enrolled among such a noble army of forward movers. I surely want to have my little part in this fitting testimonial to Mr. Gregg. . . . I am still looking forward to the time when the Association will hold some of its meetings in New York, so that we Easterners may have a little fuller share in the proceedings.

From Mr. J. J. Klinglesmith, Salem Commercial School, Salem, Mass.:

I am enclosing \$5.00 for the Memorial Fund. I am sorry I cannot attend the Silver Jubilee of Gregg Shorthand, but I have to work during the month of August. I hope I have Gregg enthusiasm, Gregg loyalty, Gregg faith, and Gregg ideals. I believe that the wheel of time will soon make Gregg Shorthand universal. If there is anything in my power that will help this Silver Jubilee along, except my being at Chicago, be free to command me.

[We certainly feel indebted to Mr. Klinglesmith for this expression of interest and enthusiasm. His letter was one of our first responses.



We have credited him with membership for one year in the Association, and placed the balance to the credit of the Testimonial Fund. It is to be regretted that one so willing and so interested in Gregg things cannot be present at the convention. He has, however, the hearty thanks and well wishes of the Association.]

From Miss Grace McClellan, Astoria Business College, Astoria, Oregon:

We were delighted to receive your notification of the 6th and have enlisted all the students who have been in our department except those who are not in the city at the present time. Everyone responded readily and gladly, because we think just as much of Gregg Shorthand out here on the Pacific Coast as any of you Eastern people think of it. Here's hoping that the Jubilee Convention will be the largest convention of its kind. Our only regret is that we are so far away that it is impossible for us to attend.

From Miss Vera M. Warriner, Welland Business College, Welland, Ont.:

I am very glad, indeed, to play a small part in the Testimonial album. We all want to be a part of it, although there are comparatively very few of us, as the school is still young. All the students have taken such an interest, and are delighted that they have the privilege, in any way, of showing their appreciation of Mr. Gregg's efforts. I have never organized any society where the students have been so eager to become a part of it. I only wish there were more in our town.

From Mr. S. P. Brown, Virginia Commercial and Shorthand College, Lynchburg, Va.:

I hope that I shall be able to induce our students to co-operate with us in making the Silver Jubilee the most notable event in the history of the shorthand world. Nothing would afford me more pleasure than to be present at this great celebration of Gregg shorthand, and meet the writers of this wonderful system; and do honor to Mr. Gregg out of appreciation for what he has done for young people who are ambitious for stenographic honor, and for the great cause of shorthand progress. May your efforts be crowned with success.

From Miss Lucy Bullen, St. Catherines Business College, St. Catherines, Ont.:

For a system that in America has not reached its majority, Gregg Shorthand has made a phenomenal record, and I hope and believe it will soon become the Standard System. With all best wishes for a grand shorthand celebration. . . .

[Our friends in Canada are by no means asleep! Miss Bullen accompanied her letter with a list of seventeen names. Miss Vera M. Warriner, of the Welland Business College, Welland, Ont., recently sent us thirty-eight names—a splendid showing! We are grateful to both Miss Bullen and Miss Warriner for their efforts.]

Miss Myrtle McDaniel, of the Drake College, Newark, N. J., contributed seventy-six names, with regrets that she was unable to send more! You have done your share, Miss McDaniel, and we thank you. If every one could do half as well at this time, our Testimonial Roll would soon be complete.

Our good friend, Miss Emma H. Hagenstein, sends us a list of nineteen names, which, under the circumstances, is a very good showing. She writes:

The request for signatures for the testimonial from the High School at Rock Springs, Wyo., came too late for me to look after the matter personally. I asked one of the students to take charge of it, and I herewith enclose draft for \$4.75 for the nineteen signatures which he obtained.

We are grateful to Miss Hagenstein for making this effort, and appreciate her kindness. This may be a suggestion for other teachers who received the testimonial blank too late for signature before the close of school.

It is unfortunate that the form for the Testimonial was not issued about a month sooner, as so many teachers write us that their school is closed for the summer and their pupils are scattered, and in many instances it is impossible to reach them. Especially is this true of the high schools, who represent a large percentage of our writers.

These letters are but a sample few of the many we are receiving daily. The letters themselves are testimonials well worth having. They are accompanied by lists of names ranging in number from ten to seventy-five. Our Roll is progressing.

### Important

As it is necessary to place the order for the engraving of the testimonial several weeks before the convention, we would emphasize the importance of receiving the names to be enrolled without further delay. All names to be included in the testimonial should be in the hands of the Secretary by July 15 at the latest.

In sending remittances for the G. S. A. or the Testimonial, *please send Dollar Bill or Money Order*, as there is a charge of ten cents exchange on checks from out of town banks.



## Program

G. S. A. Convention, August 11-15, 1913

## Monday, August 11

A. M.

Registration and getting acquainted.

2:00 to 5:00 P. M.

Address of Welcome.

Response.

President's Address.

Appointing of Committees.

Announcements.

8:00 P. M.

Informal Reception:

Awarding of Diplomas to Summer Normal Class.

Entertainment and Refreshments.

## Tuesday, August 12

9:30 to 12:30 A. M.

*The Points I Emphasize in Teaching Typewriting*—Mrs. Ida McL. Cutler, Cutler Business School, Dubuque, Iowa.

Address: Mr. C. V. Oden, Underwood Typewriter Company, New York City.

Address: Mr. H. C. Spillman, Remington Typewriter Company, New York City.

Address by Mr. Gregg:

*Invention of Gregg Shorthand and Its Early Struggles.*

2:00 to 5:00 P. M.

*Present Trend of Shorthand Teaching.**Course of Study in High School*—Clyde I. Blanchard, High School, Ottumwa, Ia.*Co-operation Between the Commercial High School Teachers and Other Members of the Faculty.*

Round Table Discussion.

*Shorthand as an Instrument for Mental Development*.—Dr. John F. Forbes, Rochester Business College, Rochester, N. Y.

## Wednesday, August 13

9:30 to 12:30 A. M.

Teachers' Medal Contest.

Address by Mr. Gregg:

*The Publication of Gregg Shorthand in the United States Twenty Years Ago.*

2:00 to 5:00 P. M.

General Discussion of Presentation of Lessons.

Ten-Minute Review of Contest by Gold Medal Winners of Past Three Years.

*Methods and Materials Used in Advanced Dictation*.—A. N. Hirons, Gary Business College, Gary, Ind.

Discussion lead by J. A. Bowers, Bowers' Private School, Pittsburgh, Pa.

## Thursday, August 14

9:30 to 12:30 A. M.

*Before and After; Being a Discussion on the Training of Stenographers Under the Old Plan, Compared with the New.*—Mr. H. M. Munford, Highland Park College, Des Moines, Iowa.*Requisites of Stenographers vs. Commercial Schools*—Mrs. E. A. Kennedy, Superintendent of Employment Departments, Remington Typewriter Company, New York City.

Address by Mr. Gregg:

*The Shorthand World To-day.*

2:00 to 5:00 P. M.

Open.

8:00 P. M.

Silver Jubilee.

Address by Mr. Gregg.

Banquet.

Entertainment.

## Friday, August 15

9:30 to 12:30 A. M.

A Practical Demonstration in Shorthand Penmanship.

Demonstration of Gregg Shorthand: In Spanish; in French; in German.

*Some Important Phases in Speed Development*.—J. A. Williams, Official Court Reporter, Council Bluffs, Iowa.

Shorthand Speed Demonstration.

2:00 to 5:00 P. M.

*Our Successes and Failures During the Past Year.* (Round Table).*What I Want to Know.* (Round Table).

Awarding of Medals.

Business Meeting: Election of Officers.



# The Learner and His Problems

A Department of Hints and Helps for the Learner and Others. Conducted by John R. Gregg, 1123 Broadway, New York City, to whom all communications relating to this department should be addressed.

## Little Talks to the Beginning Stenographer—II

By Rupert P. SoRelle

### The Power of Little Things

**S**OMEONE has said that by devoting half an hour a day earnestly and purposefully to some one thing for less than a year, one may become a specialist in that particular thing. That is conceivably true. Half an hour a day does not seem much time—most of us would regard it as an absolutely inadequate time in which to do anything big. It is—taken by itself. But it is what we accomplish in these apparently short half hours day after day that finally grows into the big thing.

What do you do with the spare half hours during the business day? It is a little thing to know the names, initials and addresses of the principal customers of the house, but it is a big thing to the "boss" if you can prompt him when he is puzzling to recall some of them. It is a little thing to be able to turn to a certain letter in your notebook, to find a letter in the file, to supply a missing word, or to decide upon its spelling, to decide the propriety of a construction, to be at your post when wanted—but in their combined utility these are big things. It is the accumulation of knowledge on a multitude of little things connected with your business that makes your services valuable. It is keeping the eyes and ears open—not prying into things—but maintaining a wholesome, wholehearted attitude toward business by studying the details, lifting the load from your employer, that keeps sending little wireless messages to him that you are worthy of bigger things.

### Your Work and the Pay Envelope

If you work merely for the pay that comes in your envelope at the end of the

week, you are rearing a barrier that in time will be impossible to beat down. You shut off, with invisible webs of steel, all avenues to advancement. Your value is set at not how much time you put in at the task, but *what you accomplish*. To do more than is expected of you is to win distinction; to do less is to seek oblivion. Work that is done for the sheer joy of achievement is the only kind that brings the really rich reward. It also brings the material reward. Business is not a philanthropy. Your work must show a profit. To win in it you must enlist as *power*, not as dead weight.

### Cheerfulness

Cheerfulness is an asset in business. But there is a sharp distinction between cheerfulness and silliness. There is nothing that retards the effective running of the business machine more than the grumpy individual who owes the world a grudge and tries to "take it out" on everyone that comes within his range. Cheerfulness is a tonic. It brings in the sunshine, sends the glooms scurrying to their holes, and charges the air with contagious dynamic force. There is no room in the business world for the grouch—it pities him, but shuns him. All the world loves the optimist.

### Doing a Thing Without Being Told

That simply means initiative. No matter what sort of position you have, there will always be thousands of opportunities to exercise your powers of initiative—and "the world reserves its greatest prize for the man with initiative." Cultivate the power to do things that need to be done without waiting for someone else to take



## Cities of Over 25,000 Population—1910 Census

[Reprinted by Request.]

Names and addresses are often dictated very rapidly, especially when they occur in the body of a letter. A business man respects the ability of a stenographer who is able to put down names and addresses in shorthand instead of laboriously scribbling them in longhand. Every stenographer should be able to write the names of the states and cities in shorthand—and without hesitancy.

|                                                                                                  |                                                                                                    |                                                                                                 |
|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
|  Akron          |  Chicago          |  Galveston     |
|  Albany         |  Chicopee         |  Grand Rapids  |
|  Allentown      |  Cincinnati       |  Green Bay     |
|  Altoona        |  Cleveland        |  Hamilton      |
|  Amsterdam      |  Clinton          |  Harrisburg    |
|  Atlanta        |  Colorado Springs |  Hartford      |
|  Atlantic City  |  Columbia         |  Haverhill     |
|  Auburn         |  Columbus         |  Hazleton      |
|  Augusta        |  Council Bluffs   |  Hoboken       |
|  Aurora         |  Covington        |  Holyoke       |
|  Austin         |  Dallas           |  Houston       |
|  Baltimore      |  Danville         |  Huntington    |
|  Battle Creek   |  Davenport        |  Indianapolis  |
|  Bay City       |  Dayton           |  Jackson       |
|  Bayonne        |  Decatur          |  Jacksonville  |
|  Berkeley       |  Denver           |  Jamestown     |
|  Birmingham     |  Des Moines       |  Jersey City   |
|  Binghamton   |  Detroit        |  Johnstown   |
|  Bloomington  |  Dubuque        |  Joliet      |
|  Boston       |  Duluth         |  Joplin      |
|  Bridgeport   |  Easton         |  Kalamazoo   |
|  Brockton     |  East St. Louis |  Kansas City |
|  Brookline    |  Elgin          |  Kingston    |
|  Buffalo      |  Elizabeth      |  Knoxville   |
|  Butte        |  Elmira         |  La Crosse   |
|  Cambridge    |  El Paso        |  Lancaster   |
|  Camden       |  Erie           |  Lansing     |
|  Canton       |  Evansville     |  Lawrence    |
|  Cedar Rapids |  Everett        |  Lewiston    |
|  Charleston   |  Fall River     |  Lexington   |
|  Charlotte    |  Fitchburg      |  Lima        |
|  Chattanooga  |  Flint          |  Lincoln     |
|  Chelsea      |  Fort Wayne     |  Little Rock |
|  Chester      |  Fort Worth     |  Lorain      |



the initiative. You will find thousands of people who will say, after a thing has been done, "why, I thought of that—but." Initiative, to be effective, must be backed by decision and action. Study the particular problems in the line of work in which

you are engaged and see just how much you can aid in the solution by taking upon yourself to decide and act upon your decision. The power will grow, your judgment will be sharpened, and your power for service will be infinitely increased.



## A Technical Vocabulary

By Rupert P. SoRelle

**T**HE real test of the efficiency of the stenographer from the viewpoint of technical knowledge is the ability to write correctly and without hesitation any ordinary word he encounters. This is the foundation upon which his shorthand efficiency is based. The ability to do this comes from a thorough knowledge of the word-building principles backed by plenty of practice in applying them on various kinds of matter. Such ability can never be dispensed with because new words—at least words that are new to the writer—will constantly crop up in the dictation and prove a source of trouble if the stenographer does not possess facility in writing new words from principle. Constant reviews of the principles, accompanied by practice on the examples given in the Manual, are essential to conserve the writer's facility in execution and to keep the principles of the system in mind.

But there is another class of words that must also be given consideration by the beginner. These are what are called "technical" words. In every business there are a number of words and phrases that are peculiar to it, and to that extent they become technical. For example, in the railroad business we have such words as "schedule," "terminal," etc., and in the real estate business "abstract," "chattels," "parcel," and so on. The stenographer in the railway, the real estate, or any other office, must be thoroughly familiar with the technical words of the business. The task of the beginner would be vastly simplified if he knew beforehand what sort of business it would fall to his lot to engage in, for then he could devote himself to learning the words and phrases with which he would have to deal every day. Since he

rarely ever knows this beforehand, he must be ready for *anything*.

By taking, as a nucleus, a list of words peculiar to the most common lines of business activity and becoming familiar with these, he can place himself in a position to do effective work in any of these from the start. With such lists mastered, he can add to them from time to time as the occasion may require, and when he goes out into business one of the first things he should do is to look up the previous correspondence, the catalogs, booklets, and other literature issued by the firm, and familiarize himself not only with the business itself but with all the terms that are peculiar to it. Most of these words will be written, of course, by simply applying the principles of the system, but some of the words and especially the phrases can be treated as "special" and shorthand forms constructed that will enable the writer to deal with them quickly and accurately. Numerous examples of this kind of vocabulary building have been given in the magazine from time to time.

Suppose you were a stenographer in an automobile factory or sales agency, and constantly encountered the terms "planetary transmission," or "self-starter," "electric self-starter," or "Timken bearings." It would be a waste of effort to write the phrases out every time they occurred. Nothing would be simpler than to indicate "planetary transmission" by "p" with an intersecting "t"; "self-starter" by the prefix for "self" with another "s" under it; "electric self-starter" with the "e" joined in accordance with Par. 9; "Timken bearings," Tim—k, with a joined "b" and so on. A list of the words with the shorthand outline should be made



|               |                |              |
|---------------|----------------|--------------|
| Los Angeles   | Oakland        | Shenandoah   |
| Louisville    | Pasadena       | Shreveport   |
| Lowell        | Passaic        | Sioux City   |
| Lynchburg     | Paterson       | Somerville   |
| Lynn          | Pawtucket      | South Bend   |
| Macon         | Peoria         | South Omaha  |
| Madison       | Perth Amboy    | Springfield  |
| Malden        | Philadelphia   | Spokane      |
| Manchester    | Pittsburg      | Stamford     |
| McKeesport    | Pittsfield     | Superior     |
| Memphis       | Portland       | Syracuse     |
| Meriden       | Portsmouth     | Tacoma       |
| Milwaukee     | Poughkeepsie   | Tampa        |
| Minneapolis   | Providence     | Taunton      |
| Mobile        | Pueblo         | Terre Haute  |
| Montgomery    | Quincy         | Toledo       |
| Mount Vernon  | Racine         | Topeka       |
| Muskogee      | Reading        | Trenton      |
| Nashua        | Richmond       | Troy         |
| Nashville     | Roanoke        | Utica        |
| Newark        | Rochester      | Waco         |
| New Bedford   | Rockford       | Waltham      |
| New Britain   | Sacramento     | Warwick      |
| Newburgh      | Saginaw        | Washington   |
| Newcastle     | St. Joseph     | Waterbury    |
| New Haven     | St. Louis      | Waterloo     |
| New Orleans   | St. Paul       | Watertown    |
| Newport       | Salem          | Wheeling     |
| New Rochelle  | Salt Lake City | Wichita      |
| Newton        | San Antonio    | Wilkes-Barre |
| New York      | San Diego      | Williamsport |
| Niagara Falls | San Francisco  | Wilmington   |
| Norfolk       | San Jose       | Woonsocket   |
| Norristown    | Savannah       | Worcester    |
| Oakland       | Schenectady    | Yonkers      |
| Oklahoma City | Scranton       | York         |
| Omaha         | Seattle        | Youngstown   |
| Orange        | Sheboygan      | Zanesville   |



up, and this should be included in your form book for reference of the other stenographers who may be called upon to read your notes.

Constructive work of this kind serves two purposes. It keeps alive an interest in further progress in your shorthand and it makes you immensely more valuable and efficient in the work you are doing. Besides, it is highly educative, for the student should not only know the correct word-form but should also know what the word means. This latter feature is of very great importance because intelligent work can only be done when you know the meaning of what you write. In some lines of work the terms used would be absolutely unintelligible to the average stenographer

unless they had been studied beforehand.

As a starter on the work on these technical words and phrases, we shall begin in this number of the magazine lists of words that are of frequent occurrence in different lines of business. The most common words have been selected in each instance in order to provide a list that will be generally useful. The lists will be by no means exhaustive because of the extent of technical words in some businesses. Our first list will be "Words Used in the Railroad Business."

We shall be very glad to receive from readers of the department who are already in positions, lists of words and phrases that they are using. Credit will be given for all lists published.

### Words Used in the Railway Business

|                |                  |                      |                  |                  |
|----------------|------------------|----------------------|------------------|------------------|
| accommodation  | competition      | gondola car          | overcharge       | storage          |
| acetylene      | compressor       | grading              | perishable       | structural       |
| air brake      | concrete         | hydraulic            | Pintsch gas      | superheater      |
| angle bars     | conductor        | "I" beams            | piston           | superintendent   |
| arc light      | consignee        | icing                | pivoted          | tariff           |
| auditor        | consignment      | insulated            | preferred stock  | telegraph        |
| baggage        | construction     | interchange          | pressure gauge   | terminal         |
| Baldwin        | Corliss          | Interstate Com-      | Pullman          | terminus         |
| berch          | coupler          | merce Commission     | rebuilt          | tie-plate        |
| billets        | demurrage        | interurban           | receivers        | ties             |
| bill of lading | derailment       | jackscrew            | refrigerator     | Titanium rails   |
| block-signal   | dining-car       | Jessop               | re-tired wheels  | tonnage          |
| boudoir        | disbursements    | jib crane            | right of way     | torpedo          |
| box car        | double-track     | junction             | riveting         | trackage         |
| brake beam     | draw-bar         | knuckles             | roadbed          | traffic          |
| brakeman       | Edison           | lap-welded           | rolling stock    | train-master     |
| broad-gage     | elliptic springs | limited              | round-house      | transcontinental |
| buffet         | embargo          | locomotive           | scalper          | transmission     |
| caboose        | en route         | lubricant            | schedule         | transportation   |
| cane fabric    | express          | machine shop         | seamless         | trespassing      |
| casings        | fast freight     | maintenance of       | semaphore        | truss rod        |
| casualties     | ferro-manganese  | way                  | siding           | trust-plate      |
| channel        | flagman          | Merchants De-        | siphon tanks     | tubular          |
| clearance      | flat car         | spatch               | slid-flat wheels | turntable        |
| coach          | flyer            | mileage              | snow-plow        | undercharge      |
| collision      | foreman          | motive-power         | solicitor        | underframe       |
| commodities    | forgings         | motor                | standard gauge   | vestibule        |
| commutation    | fusee            | negotiable           | standardization  | viaduct          |
| tickets        | gang             | official classifica- | stateroom        | way-bill         |
| commuter       | gas-tank         | tion                 | stay-bolt        | wrecking trucks  |
| compartment    | girder           | officials            | steel            | yards            |



## Rochester High School Girls Do Some Technical Reporting

**T**HE National Association of Music Teachers which met in Rochester last April, was reported by two students in the High School. In answer to a call for stenographic assistance, the girls were sent from the business department of the high school. They understood they were simply to take down a few letters in shorthand, but found instead that they were expected to report the speakers who spoke without manuscript.

"The Secretary of the Association of Supervisors called up my office one day and asked for a student to help her with some shorthand work," writes Mr. F. G. Nichols, Director of Business Education in the Rochester Public Schools. "I did not talk with her personally and therefore did not understand that she wanted a student to report the meeting. Upon learning that she had called, I went to the shorthand room and asked the first two girls I met to go to the meeting place and take dictation for Miss Cook. Upon their arrival at the convention, the girls were escorted to the front of the room and told that they were expected to sit on either side of the president and report the meeting."

The "first two girls" Mr. Nichols met happened to be Miss Mabel Evarts and Miss Alice Shaefer. They did not require any coaxing to undertake the disguised task, although had they known what they were to face, Mr. Nichols' invitation might not have been so quickly accepted. It is not the usual thing for students to be called upon to report a convention, especially where the addresses are of a technical nature, but we entertain the belief that these young ladies would have promptly followed their teacher's instructions even if they had known.

Miss Evarts and Miss Shaefer proved themselves fully qualified as reporters. They demonstrated their excellent training by turning in an accurate transcript of the addresses they reported, and what is still more to their credit they received no assistance in transcribing their notes. They displayed a womanly independence

here that should win them more than the ordinary success. With such credit did they acquit themselves that they received the hearty praise of both Director Nichols and Miss F. H. Klein, their capable instructor.

The technical nature of the matter may be determined by a glance at the following extracts taken from the transcript, a copy of which we received through the interest and courtesy of Director Nichols:

When a child learns various elements of the creative conditions, some of them are so difficult and so complex that all the preparation and all the devices of pedagogical method must be brought to bear to their utmost skill and technique in order to lead the child into these complicated pathways that are required to master certain elements of the curriculum, but that is absolutely untrue of artistic appreciation. There is no complicated or elaborate system or method. We have just one simple condition of contact. The human soul is so constituted on the side of appreciation that it will respond with an appreciation which will lay hold of the superior and exclude the inferior, and that process will go inevitably to the limit of the capacity of the individual by just the repeated contact, the repeated stimulus over and over again. It is true

that the soul is sensitive but among all the arts it is pre-eminently true of music. It is true of pictorial art, it is true of every other sort of art, but it is pre-eminently true that the soul is sensitive in this respect to the appreciation of superior music. I have seen among my friends numbers of them who have testified in the strongest possible way that by just the presence of a pianola in their own home without any particular musical capacity they have been conscious of the steady power of appreciation and find themselves more able to appreciate and enjoy it, while the taste for imperfect music fell away.

How would you like to be called out of class and asked to report a speaker who indulged in sentences of that kind? It isn't the easiest matter to start with upon one's stenographic career, is it? Here is another paragraph:

The Victrola with all its imperfections and all its crudeness, has made this an extended revelation, that is, in this respect we have never supposed that any mechanism in the world could express the inner life of the human spirit. But we have found that a steel plate can take from the vocal organs, with all the beauty of expression which they possess, the very light

MISS F. H. KLEIN



of the soul poured into them; can take that and reproduce the sympathy in that voice to some extent, can produce every modulation. Indeed, it is a revelation that the mechanical is not necessarily and absolutely separated from the spiritual.

These extracts are taken from the stenographically reported address of Professor

Forbes of the University of Rochester on "Music Regarded from the Standpoint of Social Value." Professor Forbes spoke without manuscript and his address was followed by a discussion in the form of a round table.

MAHEL EVARTS

These discussions were also taken down by Miss Evarts and Miss Shaefer.

In spite of the difficult matter and the embarrassment of the occasion, we are inclined to think the girls enjoyed the experience. Their handling of the situation speaks volumes for the stenographic scholarship of both Miss Evarts and Miss Shaefer, and also does honor to the teaching of Miss Klein.

In the practical world where accuracy alone deals out the prizes, such an unexpected success must be very gratifying

to these young ladies who are still pursuing their school days. If they can accurately record the words from the lips of so exacting a speaker as Professor Forbes before they have blossomed into professional reporters, what may not be expected of them when they enter the arena in earnest?

We congratulate both Mr. Nichols and Miss Klein on having in their classes students like these who reflect a credit upon their teaching, which must be highly pleasing to them as it certainly is to us.

In his letter to us, Mr. Nichols says:

These girls are only two-thirds the way through their second year and I consider that they did themselves credit. So far as I know, they were given no help in getting out their transcript and as the matter is technical, it is safe to assume that they were able to insert nothing that was not said by the speakers.

Mr. F. G. Nichols was ALICE M. SHAEFER  
Supervisor of Commercial Education for the State of New York before being made Director of Business Education at Rochester. Gregg Shorthand has been taught in the Rochester High School for two years.



## The Speed Contest

THE present series of contests for accuracy and speed in shorthand, under the auspices of the National Shorthand Reporters' Association, was begun in 1909. These contests are open to the English-speaking world. The prize awarded to the victor is a beautiful silver loving cup. Possession of this trophy carries with it the title, "Champion Shorthand Writer of the World."

The winners have been as follows: In 1909, Willard B. Bottome; 1910, Clyde H. Marshall; 1911 and 1912, Nathan Behrin; all of New York City. Under the terms of the deed of gift the winner of three consecutive contests may retain the cup permanently, so if Mr. Behrin can win this year this particular series will close.

Certificates for speed and accuracy are also granted by the Association to those

who make satisfactory transcripts of tests taken at the rate of 150 words a minute and upward. These certificates are of real value and are highly prized by the holders.

The next contest will be held some time during the week of August 18, at the Chicago convention, the exact date to be announced later. A copy of the rules governing the contest, and other information may be had on application to the Secretary of the Contest Committee.

Those desiring to enter the contest this year are requested to enroll not later than August 1, in order that the Committee may have time to make necessary arrangements.

J. E. Fuller, Sec.

SPEED CONTEST COMMITTEE,  
Goldey College,  
Wilmington, Del.







# THE "Order of Gregg Artists"

is a clan composed of artistic writers of the system, which has for its object the development of artistry in writing. This department is the official spokesman of the clan. Conducted by Alice L. Rinne, O. G. A., 32 S. Wabash Avenue, Chicago, to whom all communications relating to this department should be addressed.



**HOW TO BECOME A MEMBER OF THE O. G. A.:** Make two copies of the article "O. G. A. Test" in your very best shorthand. Send one copy to the editor of this department; the other retain for comparison with the shorthand "plate" which will appear in the September issue. If your copy possesses the necessary artistic qualities, you will be awarded an "O. G. A." certificate, and your name will appear in the published list of members. An examination fee of twenty-five cents must accompany your test. A test is good only until the 15th of the month following date of publication.

The O. G. A. is a select company of artists, and membership is granted only to those whose notes show unquestionable artistic merit. It is worth your while to try for membership. You may not succeed the first time you try, because the standard is very high. But you will not know until you do try.

The emblem of the clan is a triangle enclosing the characters O. G. A. The left side of the triangle stands for "theory," the right side for "accuracy" and the base for "beauty"—the three qualities that go to make up artistic writing.

**E**VEN I was surprised! Of course we know that nothing daunts Greggites, but I must confess that I had a pretty strong feeling of doubt when we selected the article "Mirage." It is difficult matter—and particularly for those who have been out of school for any length of time, but the number of papers received was appalling. The list of successful ones is a little shorter than usual, but that was to be expected. However, we sincerely hope that the corrections made and the suggestions offered will be of benefit to those of you who failed on this test, and that you will let us hear from you again just as soon as you have had an opportunity to take advantage of our criticisms. We are, as usual, giving you the authoritative plate and expect every one of you to compare the copy you retained with the shorthand given in the department. It is really essential—that is, if you want to profit from

sending in the test—that you keep a copy of your notes as directed in the heading of the department for you may not always be able to remember just what outline you used. Don't forget that.

## A Word About the Silver Jubilee

The Silver Jubilee is nothing more nor less than the celebration of the twenty-fifth anniversary of the publication of Gregg Shorthand. You have all been reading about it. It seemed to the O. G. A. committee that the Order would wish for some representation and we accordingly wrote each member in regard to the matter. The letter was sent to every member on the list, but because we realize that we were a little late in reaching those for whom we had nothing but a school address, we are going to try to tell you about it now. Won't you read the letter—those of you who did not get it in the regular mail—and then write us? If you could by any chance get your remittance to us by the fifteenth of the month, then, of course, your name will be placed on the Jubilee Roll, but if you can't do that, you can surely get your dollar here in time to be listed in the Gregg Shorthand Association which will entitle you to a printed report of the proceedings. You don't want to miss that report. It is as interesting as any story-book and a great deal more beneficial than most of them. Here is the letter:

Dear .....

Probably you already know what great work is being done by the officers of the Gregg Shorthand Association towards making the 25th anniversary of the publication of Gregg Shorthand the biggest thing in the history of shorthand, for certainly you have been reading the interesting articles which have appeared in the late issues of the magazine. I have time for only a short letter to each of you, and I want to come to the point without a great volume of preliminary remarks.



It is just this: Don't you think there ought to be some representation of the Order of Gregg Artists in this celebration? It seems to me that the testimonial to be presented to Mr. Gregg ought to contain the name of every member of the Order; that we ought to be amply represented along with the other great bodies who are doing so much in this direction. Let me tell you more about what we are doing, so that you will understand what I want you to do.

It was at the last convention of the Gregg Shorthand Association in Spokane that a committee was appointed to "arrange and prepare a celebration for the Silver Jubilee Anniversary of Gregg Shorthand." This committee rendered a report, in which it heartily endorsed the idea of the celebration, and recommended that a testimonial to the author of the system be prepared and signed by all teachers and writers of Gregg Shorthand. It is this testimonial in which I think we ought to participate. The fee for membership in the Testimonial Association has been placed at twenty-five cents. Membership will entitle you to having your name included in the "Jubilee Roll," and you will also receive an illustrated copy of the Jubilee Souvenir, which will contain a full list of the members and give an account of the celebration. Let me add that you will count that souvenir among your most prized treasures.

Of course, if you have already registered with any of the local testimonials which the schools are preparing, you need not join us, but at any rate, write me.

Some of you will want to mount one step higher and join the Gregg Shorthand Association. The membership fee is only one dollar, which entitles you not only to a place on the Jubilee Roll, but also to a complete stenographic report of the proceedings of the convention. Send your remittance to me. I will see that it is turned over to the proper department and that you personally are not neglected. And please hurry! It will take time for the preparation of the testimonial, you know. All names should be in my hands by July, 5, if possible.

The Order has assumed vast proportions. Let's not fail on this. We want to show what we can do, and with your help, we can have a representation in the testimonial, of which we will all be proud.

Cordially yours,

And we want to take this opportunity to acknowledge with heartfelt thanks the prompt response from those whom the letter reached. The dollars and quarters have come in very rapidly, and we are beginning to feel sure of a goodly representation on the "Roll." You will each receive a receipt for your membership fee. Just now it seems impossible to acknowledge every remittance by a personal letter.

#### A Few Letters From Our Members

Mr. Walter Edw. Lindig, of Flatbush, Brooklyn, N. Y., writes in part:

I am in hearty concordance with your views on the subject of having the "Order of Gregg Artists" represented in the Silver Jubilee Anniversary Celebration of Gregg Shorthand.

I believe in the old adage: "In Union there is strength," and I think it the duty of every Gregg writer to assist in this praiseworthy work. \* \* \*

After telling us a little of his work in starting the study of Gregg Shorthand, Mr. Lindig closes:

As I would like to become a member of the Gregg Shorthand Association, I enclose one dollar to that end.

Another interesting and encouraging letter comes from Mr. Emil M. Winter, of Madison, Wis. He says:

I have noted the contents of your esteemed letter of the 26th very carefully, and certainly feel that you are going at the work tooth and nail to make the Silver Jubilee of Gregg Shorthand a celebration which will be the finest shorthand demonstration ever had in the history of our, or any other, system.

I feel confident that this splendid letter of yours will stir up quite a few of the writers to immediate action, and considerably swell the Jubilee Roll. I have been trying to induce a few Gregg writers to participate in the event, but regret to say that the enthusiastic spirit does not exist with every writer as it should.

Mr. Winter continues by saying that he will be glad to do everything he can to benefit the cause.

There is a student of Gregg Shorthand up in Portland, Me., who never fails us. His name is Mr. Walter S. Harmon. He has sent us the O. G. A. test every month since the department was opened. Certainly his letter proclaims him to be an enthusiastic member of the Order:

I was somewhat pleased to get your letter concerning the Gregg Shorthand Association and the Silver Jubilee Anniversary. Certainly I shall be pleased to have my name on the Jubilee Roll, even though I didn't suppose that I had reached that dignity in Shorthand. I enclose my O. G. A. test with the necessary fee of twenty-five cents; also the dollar for membership to the Shorthand Association.

Won't we have an army of O. G. A. Greggites. You have certainly helped me a great deal with my shorthand work. Isn't it good to be a *real* Greggite?

And indeed Mr. Harmon is a *real* Greggite. It would be interesting for you to see his notes last September as compared



with the shorthand he sends in to-day.

And still another has faith in us: Mr. Noel Dauphinais, of Winnipeg, Man., writes that it will be sufficient compensation to receive the complete report of the proceedings of the convention and "as you say you will see to it that I am not neglected, I send you my hearty thanks in advance."

And so on! We have selected these letters at random, but every one is just as full of feeling and the spirit of loyalty as those from which we have quoted.

#### What the Certificate Means to Some

All along we have tried to impress upon you that you must not overlook the fact that your membership in the Order means something besides the mere possession of the certificate. And this letter from Miss Alberta Way, of Fergus Falls, Minn., convinces us that we have been more or less successful in our efforts. Her first paragraph is about her membership in the G. S. A.; then she says:

I just want to tell you how much I enjoy having my O. G. A. certificate and pin, and I am very proud of both of them. I have been talking to several other Gregg writers in town here and think possibly I can get them to try for membership in the Order. I should like to have a local Order here, but can't do that unless there are other members in town besides myself.

Also I should just like to mention the fact that whenever I make a careless outline in shorthand it reminds me of my certificate, and the fact that I have to live up to that now is a great incentive to me in my ordinary work.

How many of you are like Miss Way? Enthusiastic enough to go about compelling your friends to join the Order? Good luck to you, Miss Way. We are anxious to help you out.

#### The Order To-day

By the by, when we sent out our letter about the Testimonial Association to our members, we had occasion to count our members and we found a list of approximately twelve hundred!! Isn't that a record for a year? Indeed it is less than a year since the Order was started. We announced it in the September, 1912, number, but the first list was not published until November. And we have still one more issue to count before the volume closes.

Words aren't a bit satisfactory when we try to make use of them to tell you how much we appreciate the loyal and hearty support accorded us by the teachers and pupils and general subscribers. But you all understand how deeply we feel. You all know that we have tried to *show* our appreciation by being of *real* benefit to you; and, furthermore, that we are going to continue our efforts in this direction until we have built up the biggest—and *best*, of course—organization that is possible within the realm of human endeavor.

And another thing has occurred to us. A number of our letters were returned because the members had moved and left no change of address with the postal authorities. If you change your place of residence, won't you please be sure to notify us—regardless of how long you have been listed in the Order? This will enable us to keep our records up to date and you will never miss any of the good things that come up from time to time and of which we may wish to notify you. Don't forget that! It is important. There isn't anybody listed who doesn't want to keep in close touch with us—of that we are sure.

And now we aren't going to be hard on you this month. The selection from the *Literary Digest* is excellent material for showing up your shorthand!



### The O. G. A. Test

#### Poetry and Profits

The tradition that he who serves the muses must be content with rewards other than financial is rather startlingly confirmed by a recently published letter from Robert Browning to the officials of the British Inland Revenue. Although this letter was written in 1880, when the poet was sixty-eight and his reputation had long been established, it reveals the fact that the profits he derived from his poetry were negligible, if indeed he was not actually out of pocket. Most of his work, he says, was published at his own expense, which "was never repaid." It is to be noted, however, that he did not sell his poems to magazines before publishing them in book form, and that the possession of "a little independence" relieved him of any necessity of exploiting his gift financially. Commenting on this letter, *The Bellman* (Minneapolis) remarks:

"It does not follow from this that had Browning not possessed private means a callous world would have allowed the poet to starve to death in a garret. Under the spur of neces-



sity, his methods both of writing and of publishing would no doubt have been radically different. As it was, he deliberately turned his back on the mercenary side of his calling. 'I write poems,' he says, 'and no prose whatever, having never in my life written one line for a newspaper, review, periodical of any kind—with a single exception in the case of a magazine ten years ago or more.' The exception was a poem written for a charity, which derived five hundred dollars from its publication. 'My poems,' he adds, 'are unpopular and unsalable, being only written for myself and a certain number of critics whose approbation is satisfaction enough.'

"Had the poet chosen to exploit his wares he could, no doubt, have made a bare livelihood; but when all allowances are made for his indifference to pecuniary reward, the result is sufficiently astonishing. His reputation had long been established, and Browning societies were busy up and down the land burning incense to their hero and dissecting and torturing his verses. From the sale of his works in this country, where they had a wide vogue, it is true that on account of inadequate laws of copyright he received no profits; but even so, one would have supposed that, however far he was from being a 'popular' poet, he would have met with sufficient appreciation in England to have secured him a modest competence.

"The moral seems to be that which Alfred Noyes recently preached to us and which he himself has put into practice with no small degree of success, that a poet, if he is to receive the pecuniary recognition to which he is entitled, must adopt the business methods that are applied to any other profession, not excluding, let us whisper it, the sweet uses of advertising. Only thus, unless, like Browning, he happens to possess 'a little independence,' can he escape the traditional lot of poet—a garret in his lifetime—and the Hall of Fame after his death."

From *The Literary Digest*.

### List of New Members

Flossie Allen, Sarnia, Ont., Can.  
 Vincent Anglen, Dubuque, Iowa.  
 Harvey R. Asling, Abilene, Kans.  
 G. M. Barrow, Bonne Terre, Mo.  
 E. D. Beardsley, Ault, Colo.  
 Della M. Beau, Fond du Lac, Wis.  
 Clarence Bertch, Seattle, Wash.  
 Mary Bluhm, Seattle, Wash.  
 Cora Bogart, Oklahoma City, Okla.  
 Edith Bowers, Newark, Ohio.  
 Lillian Brady, Hebron, Ohio.  
 R. G. Bryant, Oklahoma City, Okla.  
 Vera W. Cate, Dover, N. H.  
 A. C. Chockalingam, Singapore, S. S. Malaysia.  
 Mrs. Lois Christensen, New York City.  
 Marie Clemens, Massillon, Ohio.  
 Oscar Cooper, San Francisco, Cal.  
 Florence Cornilsen, Chicago Heights, Ill.  
 Paul Cosway, Newark, Ohio.

Mabel Cruickshank, Sarnia, Ont., Can.  
 Arthur R. Culp, Massillon, Ohio.  
 Ruth Daubenberger, Dubuque, Iowa.  
 H. J. Disque, Wilkes-Barre, Pa.  
 Gussie R. Dunklee, Manchester, N. H.  
 James R. Durnell, Colorado Springs, Colo.  
 Robert T. Eichmann, Dubuque, Iowa.  
 Mabel Ekdol, Oklahoma City, Okla.  
 H. G. Ellis, Warrensburg, Mo.  
 N. C. Ellis, Salt Lake City, Utah.  
 Rhuie Gideon, Oklahoma City, Okla.  
 Mrs. M. R. Glenn, Seattle, Wash.  
 P. R. Govindasawmy, Singapore, S. S. Malaysia.

Jennie Hardy, Joliet, Ill.  
 Nora C. Healy, New York City.  
 George J. Helbing, Dubuque, Iowa.  
 Alice Hornaday, Portland, Ore.  
 Della M. Houghton, Chicago Heights, Ill.  
 D. G. Hughes, Stone, Pike Co., Ky.  
 Esther Johnstone, Seattle, Wash.  
 Otto Karbusicky, Cedar Rapids, Iowa.  
 Jesse B. Kling, Youngstown, Ohio.  
 May Knight, Sarnia, Ont., Can.  
 Myrtle Larsen, Chicago Heights, Ill.  
 John K. Lauder, Kansas City, Mo.  
 Mary Laurie, Sarnia, Ont., Can.  
 Mary Lewis, Manchester, N. H.  
 Mary F. Linen, Manchester, N. H.  
 Edna Littler, Murfreesboro, Tenn.  
 Emma W. Lund, Great Falls, Mont.  
 Mrs. L. T. Metcalf, Menomonie, Wis.  
 Agnes Miller, Oklahoma City, Okla.  
 Wm. J. Mitchell, Trenton, N. J.  
 L. John Moore, Sarnia, Ont., Can.  
 Rena Morgan, Manchester, N. H.  
 Hannah B. Murphy, Bristol, R. I.  
 Mary L. Myers, Harrisburg, Pa.  
 Marion M. Pike, Dover, N. H.  
 Myrtle Pilgrim, Milwaukee, Wis.  
 Gertrude Pochter, Dubuque, Iowa.  
 Mrs. Winifred E. Pugh, Seattle, Wash.  
 Charles Reneau, Laconia, N. H.  
 Helen F. Ress, Massillon, Ohio.  
 Evelyn Richter, Dubuque, Iowa.  
 Leola M. Robinson, Bath, Me.  
 Nellie Rouse, Los Angeles, Cal.  
 Frank R. Ryan, Newark, Ohio.  
 Paul Ryan, Dubuque, Iowa.  
 Lillie Schwartz, Oklahoma City, Okla.  
 V. B. Shortsleeve, Burlington, Vt.  
 Vera Sjostrom, Seattle, Wash.  
 Boyd R. Swem, Ashton, Mich.  
 Salome L. Tarr, Jersey City, N. J.  
 John Thorstenson, Seattle, Wash.  
 Andrew Ramsay Trotter, Bristol, R. I.  
 S. B. Trumbull, Boston, Mass.  
 Helen Turner, New York City.  
 Vera M. Warriner, Welland, Ont., Can.  
 Bessie R. Weary, Paterson, N. J.  
 Elizabeth Wedick, Manchester, N. H.  
 Edith D. White, International Falls, Minn.  
 Hazel Whitney, Seattle, Wash.  
 L. W. Wilke, Seattle, Wash.  
 Mollie E. Wilson, Dubuque, Iowa.  
 Kathleen Wolfe, Bootle, Liverpool, England.  
 C. H. Wolters, Portland, Ore.  
 Lin Tchi Xeng, Singapore, S. S. Malaysia.  
 Mary E. Ziegler, Paterson, N. J.



# Postcarditis

In this department we will publish each month the names of the writers of Gregg Shorthand who desire to exchange postals "written in shorthand" with other writers of the system in any part of the world. Every applicant must be a subscriber to this magazine. Names are not repeated after first publication. The application for enrollment must be written in shorthand, with the name and address in longhand. Conducted by Merrata Brown, care of Gregg Writer, Chicago, Illinois, to whom all communications relating to this department should be addressed.

**O**UR attention was called last month to the fact that we no longer have a "corner" on shorthand postal card exchanging. The idea has been adopted for a new department—The Rapid Writer Department—just added to *The Philatelic West*, an old collectors' paper, published at Superior, Nebraska. Mr. M. N. Bunker, of Halford, Kansas, will edit the department and conduct in connection with it correspondence lessons in shorthand, so that readers of the *West* who are not now shorthand writers can take advantage of this method of communicating with their fellow postcarders. Mr. Bunker wrote us, extending a cordial welcome to members of our circle, and has sent us a copy of the May *West*, containing the initial installment of the department. We were glad to look it over. "The Rapid Writer section," he explains, "is intended primarily to extend the exchanging of post cards, but more directly to foster shorthand writing." In order to encourage that feature of the department, the shorthand courses have been arranged. Those of you who are collecting stamps will undoubtedly be interested in the news of stamp exhibits contained in this monthly. It deals with coins, stamps, curios, post cards, old fire arms and other relics. No charge beyond the subscription price of the magazine (which will be forty-five cents a year to Postcarditis members until the proposed increase in the regular price is effected) will be made for printing the names. "Last month one list contained enrollments from Brazil, Canada, England, Holland, Ecuador and Switzerland," the letter tells us. Send a stamped envelope to Mr. Bunker with your request if you care for detailed information.

Two of our new members are from the

Anglo-Chinese School at Singapore, about which you read in last month's *Gregg Writer*. You will notice that they are particularly interested in work for estates and plantations. Southern stenographers, take notice!

Mr. Whitesell is planning to take the Civil Service examination as soon as he is past the age limit (the fact that he is only seventeen bars him at present). His name has not been entered under that heading, because we reserve it for actual government employees, but he hopes to hear from our members in Uncle Sam's force.

Another request to which we call special attention is Mr. Ridburg's, for letters and cards in Spanish. You will find his address under "Railway."

The request of Mr. Horsey, for correspondence with writers connected with sea food concerns, is the first of that nature, but we are sure some of our many members must be engaged in similar work.

Which reminds us of the card Mr. Schmidt sent in! Can you imagine 20,000 turkeys together at one time? The card shows the Turkey Parade, held in Cuero, November 26, 1912—the original turkey trot, he says. There are so many turkeys in evidence that from our view of the rear of the procession they totally eclipse the governor of the state, who headed the line of march. An innovation surely!

Among other interesting cards received this month, are those of the delivery room of the Boston Public Library, with its mural paintings representing the story of Sir Galahad, and of the Soldiers' Monument at Penn Park, York, the historic Pennsylvania town which was the seat of the Continental Congress during 1777 and 1778.



## The New Members

## Civil Service

M. Grudd, care Interstate Commerce Commission, Washington, D. C.

## Law

Rosalie E. Linn, 1807 N. Aldrich Ave., Minneapolis, Minn. (Scenic cards preferred.)

O. H. Schmidt, Cuero, Texas. (Prefers to exchange scenic views.)

## Railway

Birt Ridburg, 3347 Curtis St., Denver, Colo. (Especially desirous of corresponding with writers of Gregg Shorthand in foreign languages, particularly Spanish.)

## Students

Prescott W. Harris, 260 Pearl St., Stoughton, Mass. *Brockton Business College.*

Emil M. Johnson, R. F. D. 3, Box 82, Tacoma, Wash. *Beutel Business College.* (Would particularly like to hear from foreign countries.)

Adah A. Miller, 1400 N. 11th St., Reading, Pa. *McCann's Business College.*

Marie E. Porsch, 1608 Liberty St., Erie, Pa. *Erie Business College.*

Pearl Ramplin, 1313 S St., Lincoln, Nebr. (Desires views from New York State.)

## General

Lois Brown, Mount Alford, via Boonah, Queensland, Australia.

Callie B. Geisler, Tarentum, Pa.

P. R. Govindasawmy, "Free Press," Singapore, S. S., Malaysia.

Rufus N. Horsey, 23 Main St., Crisfield, Md.

Ruth H. Horton, R. F. D. 1, Nauvoo, Ill.

Hetty E. Hutchison, 821 W. 56th St., Los Angeles, Cal.

Charlotte Ingersoll, 408 Pearl St., Richmond, Ind. (Is especially anxious to correspond with teachers.)

W. Holcombe Lear, 1626 Stanton St., York, Pa. (Particularly interested in foreign cards.)

Harriet Lipson, 59 Dolphin Ave., Beachmont, Mass. (Prefers to hear from foreign countries and from the Southern States.)

A. C. Chockalinga Mudaliar, "Free Press," Singapore, S. S., Malaysia. (Would like to hear from writers on estates and plantations, especially, or to receive views of commercial schools and colleges, but will reply to all.)

Anna Olson, 1301 Race St., Denver, Colo.

Wm. A. Pomplun, Greeley, Colo.

Helen E. Schneider, 15 Marc Place, Astoria, Long Island, N. Y.

Elsie M. Tausch, Nauvoo, Ill.

Faris Whitesell, Hindsboro, Ill. (Bookkeeper and stenographer.)

Walter W. Williams, R. F. D. 4, Boonville, Ind. (Wants to hear from all Greggites, especially those in other countries.)

Don't forget to send in your solution of the "application." The contest will be open until July 20 (See the June issue).

## One-Cent Postage

(The key to this plate will be given next month.)

Handwritten cursive text, likely a solution to the "application" contest, consisting of several lines of script.



## How to Extract Enjoyment Out of Life

(The key to this plate will be given next month.)

The first step in the process of extracting enjoyment out of life is to  
 become acquainted with the things which are worth enjoying. This can be  
 done by observing the world around us, and by reading the books which  
 describe the things which are worth enjoying. The second step is to  
 become acquainted with the things which are worth enjoying. This can be  
 done by observing the world around us, and by reading the books which  
 describe the things which are worth enjoying. The third step is to  
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 become acquainted with the things which are worth enjoying. This can be  
 done by observing the world around us, and by reading the books which  
 describe the things which are worth enjoying. The tenth step is to  
 become acquainted with the things which are worth enjoying. This can be  
 done by observing the world around us, and by reading the books which  
 describe the things which are worth enjoying.

Frank Crane.



# The GREGG WRITER

*A Monthly Magazine Devoted to Shorthand, Typewriting and Commercial Education*

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## "Why So Many Girls Fail"

**A**N editorial under the foregoing title in a recent number of the *Ladies' Home Journal* touches upon one—but only one—of the real weaknesses in the stenographic course, the lack of a proper background for the technical training. The *Journal* says:

Thousands of parents of girls have been misled by the much-advertised "short course" in a "business college," or school, for the study of stenography or typewriting. These parents are attracted by the lure that a six to eight months' training in these business schools, costing a small sum in easy payments, will fit a girl for a position, and that this position is then either "assured" or "guaranteed" by the school. The parents are hard pressed, and the daughter, usually at fifteen or sixteen years of age, is taken out of school and sent to "business college." At the end of six or eight months the girl is "graduated," is put into a six or seven dollar position—and fails. The parents are grieved, consider their money wasted, and are inclined to blame the girl. But what is really the matter? Without any mental training at home or at school the girl was expected to conquer either the signs of shorthand or the keys of the typewriter. Suppose she does, what good is the knowledge? The signs of shorthand are nothing but symbols; they are nothing in themselves; just as any instrument is nothing without the operator. Stenography is a tool; it is invaluable as such,

but its usefulness depends upon the mind of the owner. It requires the resources of language behind it. It requires a trained mind, a trained intelligence. What chance had the girl to get this training? Not in school, for there it is not given. Not at home, for the parents were otherwise busy. In the "business college" she was taught only the shorthand signs, or how to strike the typewriter keys. But the girl had no background for the technical knowledge that the "business college" gave her. It is not enough nowadays that a girl shall merely know the signs of shorthand or the keyboard of her typewriter; she must know English, punctuation, construction, and have the intelligence that comes from mental training. These the girl must have before she takes hold of the tool which may then serve her. There is no short cut to success of any kind, and the "short course" in a "business college" cannot of itself make an intelligent stenographer or typewriter. To understand this truth clearly would avoid many a heartbreak for girls and their parents.

There is no question that fitness for the work of shorthand and typewriting is an element of great importance in deciding upon such a course. Not every girl or boy ought to take it up with the idea of practicing it professionally, any more than they ought all to take up art or music or poetry or electrical engineering, or any of the



other numerous branches of human activity. The question of adaptability must be thoroughly considered. But we think that the number of those who might be successful in it could be largely increased through proper training and the adoption of modern methods of shorthand.

Every business school of any standing to-day is successful in supplying a girl with much of the necessary background—even in the "short course" that the public still insists upon. The business school of to-day appreciates the fact that shorthand and typewriting are only a *part* of the necessary training. It has vastly increased the scope of its curriculum. It is now teaching a variety of subjects that tend to develop the students' intelligence along business lines and to give the student the "trained mind and trained intelligence" spoken of in the editorial. The conditions in the business school to-day are far different from those had in mind by Mr. Bok, the editor of the *Ladies' Home Journal*, who was a stenographer himself, and who it is presumed is the author of the editorial, or at least stands back of it.

The practical training one gets in English, and the variety of matter written and transcribed in the usual shorthand course nowadays, is in itself quite sufficient to give all the background that is required in the average office.

The cause of failure or success in shorthand is found not so much in the lack of education of the student, as in the quality of his intelligence. Students with the right sort of mental equipment are developed into practical stenographers with marvelous rapidity in a proper environment. Every schoolman can bring to mind numerous examples of students who have come to him with very poor preparation, so far as school training was concerned, but who had the right mental makeup, who turned out to be exceedingly proficient stenographers. On the other hand, there are thousands of high school graduates who cannot make big successes as professional stenographers simply because of a lack of adaptability.

The "short course" school, which still exists in some quarters, is to be deplored; but it may be said to the credit of the commercial school in general that the ten-

dency along the line now is toward a longer and more thorough course. The education of the public to the necessity of a longer course has been a tedious and slow work, but it is bearing fruit.

The stand that some schools are taking, too, in not admitting students whose age and mental qualifications do not give promise of success is also having its effect. Business men themselves are hastening the day when the little girl with braids down her back will no more be accepted in the business office than she would be accepted as a street car conductor. Even New York—which is concededly slow in its progress toward higher educational ideals and in efficient business training—recently agitated the question of making its course in stenography four years in length instead of three in order that more time might be given to shorthand. It seemed like an urgent step on account of the inability of students to acquire the necessary skill in shorthand writing. Of course, it was a step backward, for what was needed was more work in the general studies that give a command of English, punctuation, construction, etc., and less time on shorthand. But this would necessitate the adoption of a more modern shorthand system—a system that could be mastered in a shorter time, and could be used with less expenditure of energy—a step which sooner or later New York must take if it intends to approach the standard of efficiency in its shorthand training that other cities find entirely practicable.

There is another point in connection with the success of students in commercial courses that is sometimes overlooked, and that is the attitude of the student himself toward the course. The average student coming up through the grammar grades, or even finishing the high school course, has been educated to the 70 per cent efficiency idea. Anyone who knows anything about business at all, knows that 70 per cent efficiency in business will no more be accepted than will 70 cents on the dollar pay a man's debts. The idea in the mind of many students of shorthand that a "passing grade" is all that is necessary, keeps thousands from reaching the success that their mental qualifications would easily assure them if they only took the right attitude



toward the subject. If the student could only be brought to a realization of the fact that there is no midway ground in the commercial course—that a thing is either right or wrong—many would be saved from failure. There should be some uniform standard adopted by the business schools—a standard based not upon technical percentages, but upon common sense.



### Attuning Yourself to the Demand

**T**HE president of the George F. Eberhard Company, the San Francisco selling and advertising agents, regularly issues "pastoral talks" to the men in the various departments of the company. These are manifolded on letter sheets and distributed. All of them are good; this one, on the subject of self-discipline, seems a little better than the average:

Experience teaches us that the individual who cannot be relied on for the right doing of everyday things in life usually fails to make good when big things are to be done.

The simplest truths are the hardest to remember and put into everyday practice. Somehow, many lack control of their minds and selves, no matter how confidently they can advise the "pitcher" for the "home nine." Their self-discipline is weak or non-existent.

The majority are careless of detail; make the same mistakes twice; question their work instead of the reason for doing it, or think of something else than the task before them.

The majority dislike the thought of observing regular hours of arising and of working; however, *the act of arising at a given hour, starting work at a given time is a big help for the whole day, if backed by the right attitude of mind.*

Most every irregular riser is a "staller," an "in-and-outer" and pays a big price physically and mentally for whatever success he achieves.

Look around you and you will observe we are governed in our daily life and work by the Law of Habit. The older men grow, the stronger the law becomes and the more they unconsciously rely on it instead of their reason.

Self-discipline can in a great measure hold the Law of Habit to a sane course. It helps you to understand, profit by and assist in fostering change.

Nothing can exist without change. It is taking place everywhere in everything all of the time. It is nature's universal law. Hence, we must everlastingly strive to do more and

better work, for as we succeed so will our ability to do more and better work increase.

We need the men who do the task in hand promptly, willingly and graciously; men who refuse to be downed.

Everything is worth while to the man who is going forward, who is pushing on to greater success.

Office boy, stenographer, salesman, advertising man, bookkeeper, manager—it makes no difference; they each have more to gain and more to lose in the way their day's work is done than the employer.

The weak, the unfit, want ease and comfort and never get it, while the strong, the "doers" work, seek for knowledge and enjoy peace and life.

Lack of health, cheerfulness and self-discipline may cause weariness. It never comes from doing one's work well.

There are bigger, better things ahead for each one of us, if we but do to-day's work quickly, thoroughly and willingly.

Now is the time to discipline yourself.

One of the common complaints of business men is that the beginning stenographer does not observe the points that are discussed in these suggestions for self-discipline. And it is well to remember that the business man is the final arbiter of your stenographic fate. If you measure up to his requirements, or above them, your success is assured. Your power to render service is your capital. It is large or small according to the service you can and do render.



### Commercial Course for Mrs. Astor

**M**RS. JOHN JACOB ASTOR, whose husband was lost in the Titanic disaster, is to take up a commercial course in a private school in the fall. Although she is one of America's rich women, she will study bookkeeping and general business methods in order that she may have a personal understanding of her own household accounts and of her larger financial interests. Further than that, she means to supervise her affairs herself, and she wishes to do it intelligently.

Mrs. Astor's example might well be followed by other women—rich and poor. In probably nine out of ten households the family expenditures for food, clothing, rent, education, and incidentals are laid



out by the woman. She should be a business woman for her own protection and for the protection of her family. A business education is as important to the girl as it is to the boy—but this is a fact that is often lost sight of when the practical education of boys and girls in the average family is considered.

There are really two phases to the question of a woman's business education. One, how she can make use of it in obtaining a livelihood; the other, its value to her when she becomes mistress of a home. To be really valuable it must be comprehensive; it must be more than vocational. The young woman who takes up a shorthand course with the idea of making a profession of it will find her services much more valuable if she fortifies herself also with a knowledge of bookkeeping and business methods. She will find such training doubly valuable later in the home. It is the *complete* commercial course that should be her goal.

That the importance of a business training is appreciated by women like Mrs. Astor, whose financial independence is assured, is a fact that should make a strong appeal to those not so well situated, and whose need for it is therefore of much greater moment.



### Brevities

The Buffalo, New York, *Courier* gives an interesting account of the typewriting demonstration by Mr. H. O. Blaisdell at the Central Y. M. C. A. on June 3. "His fingers flying over the keys at such speed that the eye could scarcely follow the movements, H. O. Blaisdell, twice winner of the World's Championship Typewriting Contest, last night demonstrated the true meaning of the word 'efficiency.' Efficiency, according to Mr. Blaisdell, depends upon time and practice. 'Speed,' he says, 'is subordinate to, and dependent upon, accuracy. Inaccuracy is demoralizing to every other attribute.'" These were some of the records Mr. Blaisdell made in his demonstrations: 229 words a minute on a memorized sentence; 117 words a minute copying from a book; 128 words a minute on a business letter; 118 words a minute transcribing from his shorthand notes;

115 words a minute from dictation direct to the machine while blind-folded; 106 words a minute on legal testimony; 128 words a minute on a sentence, changing paper once. Mr. Blaisdell, it will be remembered, is a "Rational" typist, and is also a writer of Gregg Shorthand.

\* \* \*

"Advantages and Opportunities of the Stenographer" was the topic of an address recently delivered at the Y. M. C. A. in Buffalo by Mr. W. E. Weafer, head of the Commercial Department of the Central High School, Buffalo. Mr. Weafer, after giving a brief history of shorthand, emphasized accuracy as the keynote of success. "The inaccurate stenographer must go," he said. "A stenographer should continue study until thoroughly grounded in all phases of his work." Mr. Weafer spoke of the excellent status of the work in the Buffalo public schools and the high standard of efficiency that had been brought about through the adoption of modern methods of shorthand and typewriting and the application of sound pedagogical principles.

\* \* \*

We have recently granted Teachers' Certificates to the following:

Wayne Canfield, Wilkes-Barre, Pa.

Elzena M. Johnson, Oelwein, Iowa.

Nellie L. Nusser, Findlay, Ohio.

S. A. Ralston, Pittsburg, Kans.

Esca Genevieve Rodger, Ann Arbor, Mich.

Mrs. Anna G. Ryan, St. Paul, Minn.

\* \* \*

The following news item will be of interest to our readers. It comes from Mr. F. B. Inglis, of Victoria, B. C., Canada. The brevity was clipped from the *Victoria Daily Times*:

"One of the members of the Stefansson Expedition, the youngest, by the way, and the only American selected for the perilous three-year voyage of discovery, is Burt M. McConnell, of Seattle, Wash., the explorer's secretary. He learned Gregg at the Y. M. C. A. at Seattle, and later took a post-graduate course at the National Business College, Los Angeles, Cal., after spending six months in Alaska. There he was Superintendent of the Polar Bear Mine, at Nome. Mr. McConnell will be with Stephansson during the entire length



of his stay in the Arctic, and as the explorer will undoubtedly write several magazine articles and possibly a book or two, his youthful secretary will be kept quite busy. McConnell is twenty-four years of age and says he was advised by dozens to 'steer clear' of the Gregg System, but that he paid no attention to them."

\* \* \*

Miss Lillian Folts, valedictorian of the class of 1913 of the Utica School of Commerce, Utica, New York, packed into her short address advice that it is quite worth while for all stenographers to follow. The

Utica *Observer*, in its account of the exercises, gives an extract from it:

"To be modest, true, faithful, grateful for helpful suggestions, patient under merited reproofs, to be ever courteous, to be eager to improve, to be on the lookout to acquire any information that may be of use to us and to the firm for which we are working—all these things, in the long run, will mean more to us than even that necessary consideration, a good salary."

It is to be hoped that the valedictorian voiced the sentiments of the entire class of 101 graduates. She has put in epigrammatic form the thoughts which should constitute the permanent ideals of all stenographers.



### Will's Commercial Arithmetic

**W**E have just received from the press copies of Will's Commercial Arithmetic, by William R. Will of Baltimore.

The noteworthy feature of Mr. Will's arithmetic is its rational method of teaching the pupil to think out the problems himself, instead of employing the antiquated process of solving them by countless arbitrary rules. Thus the arithmetic is made intensely interesting, initiative is cultivated, and the pupil is trained to observe, to differentiate, to reason from given causes to required effects. The book emphasizes method in arithmetical reasoning.

There are, the author says, but five known processes for the solution of problems—addition, subtraction, multiplication and division, and the selection of the particular application of these operations in the solution of problems. The arithmetic has been written in the language that every pupil can easily comprehend. All explanations are made in the more attractive narrative form of discourse as distinguished from the usual text-book style of obscure exception. Each narrative explanation is followed by a brief summary

for quickness in application. Although the author's method of treatment is a departure from traditional standards, he has demonstrated its pedagogic soundness by forty-eight years of fruitful experience in the classroom.

Mr. Will is also the author of the well-known Sadler-Rowe series of commercial arithmetics. He was born in the South, and after completing his college course began his teaching career in the public schools. He was for many years principal of one of the graded schools in Baltimore where his great ability as an arithmetician first attracted attention. In 1881 he entered commercial school work as a teacher of arithmetic, in which his best work as an arithmetician has been done. His hobby has been teaching, lecturing and writing upon his favorite subject. His analytical and

WILLIAM R. WILL

constructive mind has made him a noted authority on arithmetic and perhaps the most popular and esteemed teacher of the subject in the country. Will's Commercial Arithmetic is the product of the crucible of experience, and we predict it will receive an enthusiastic welcome at the hands of teachers of the subject.



# Typewriting and Office Training

A Clearing-house of Ideas for Typists and Office Workers. Conducted by  
Rupert P. SoRelle, 1125 Broadway, New York, to whom  
all communications relating to this department  
should be addressed.

## Talks on Office Training

**C**HARLES H. LUDDINGTON, of the Curtis Publishing Company of Philadelphia, publishers of the *Ladies' Home Journal* and the *Saturday Evening Post*, gave an interesting address before the Public Educational Association in Philadelphia recently on the subject of vocational training. He presented some very pertinent figures to show how the problem comes home to the employer. His viewpoint is worth studying by every student of shorthand or business subjects. It is the business man's viewpoint who frequently finds it hard to secure competent office workers.

Among other things, he said: "Whenever it is necessary to secure operators for our office appliances, which are generally used throughout the commercial world, we are obliged in 90 per cent of the cases to train them ourselves." If there was ever any need for emphasizing the importance of office training we find it in that one sentence. Of course, the Curtis Publishing Company is a big house—probably the biggest periodical publishing house in the world, and it is reasonable to suppose that they have the most up-to-date mechanical and labor-saving office appliances that can be obtained. Such office appliances, however, are not confined to the large houses. There are plenty of smaller ones that recognize the value of thorough office training, and the importance of systems that can be expanded as the requirements of the business grow. Every business man expects at some time to see his business among the big ones. It is only a good sound business policy for the student to become acquainted with the devices used in modern business, and to put himself in a position to attain the growth that the business man expects.

Mr. Luddington says further: "If the committee is seriously contemplating requiring that the employer pay every employee a full living wage regardless of the economic value of his or her job (and I do not wish to be understood as standing against that principle), it should in fairness to all recognize its own responsibility to give the employee a more adequate and practical training."

It is "up to you" whether you get this training or not. There is hardly a school that does not provide the instruction, but the school generally has difficulty in impressing upon the student the necessity for it. The mind of the average student is usually centered on the shorthand and typewriting, and the rest of the course is looked upon as a mere detail. By neglecting these features of your training you enter business with a one-sided training. You will not fit into the scheme of things properly. Such simple features of office work as filing, copying letters, mimeographing, etc., you will have to learn in the business office—if the employer gives you a chance—and you will therefore be heavily handicapped at the start. The beginning days in your work are always the most trying. You feel that you are constantly under the eye of the employer, and naturally are more nervous. If you are thoroughly acquainted with office routine you do not feel out of place in the busy office. You will be able to take hold immediately, and make a good impression on your employer.

### Filing and Filing Systems

Filing systems more or less elaborate are now found in every business office, for it is now imperative that business letters and copies of the answers to them be kept



in some systematic form ready for quick reference. And filing is not confined to business letters by any means. Systems have been devised for all sorts of business papers—checks, drafts, receipts, contracts, etc. One of the principal advantages the student derives from a study of filing—in addition to the practical value it has in the business office—is that it teaches him *system*, trains him in a scientific, methodical way of handling his work, which it will be found extends to all phases of it.

By explaining what filing is we at once see its most important feature. Filing is simply the placing of letters and papers in such order in the filing cabinet that they may be instantly found when wanted. To be able to *find* any paper in the file quickly and *certainly* is of the very greatest importance. Under any well-organized filing system, however, this is easily done, provided the stenographer or filing clerk has been accurate in his work in filing. Accuracy should ever be a watch-word.

#### The Fundamental Divisions

Filing systems are numerous in variety. They are all, however, based upon certain fundamental principles—the variations in them being made to adapt them to different conditions. The three most common methods are: *Filing by names*—alphabetical filing; *filing by localities*—geographical filing; *filing by subjects*—topical or subject filing. These terms have reference to the indexing.

Mechanically, filing devices are divided into two classes—*flat* and *vertical*.

#### Flat Filing

Flat filing is the oldest form and is rarely used now except in small offices or business houses. The variation of it, in which the loose leaves are held in place by arches extending through perforations, is quite widely used in the filing of orders, estimates, quotations, invoices, etc.

Flat filing is the simplest form of filing. A flat file consists simply of a receptacle in which is placed alphabetical guides in the form of leaves. The letters are placed between these leaves or guides. If we had, for example, a letter from a Mr. Brown to be filed, it would simply be placed back

of the guide "B" and so on. This method is so simple that further discussion of it is unnecessary here.

#### Vertical Filing

In vertical filing the letters or papers are filed on edge instead of flat like a book. Vertical filing has almost wholly superseded the filing devices already described because of its great flexibility and convenience.

The vertical system may be used for all methods of indexing—(1) alphabetical; (2) location or geographical; (3) subject or topical. In this system the folder is the unit, while in the flat system, the drawer is the unit. It can, therefore, be seen how much more convenient the vertical method is because of the total absence of the physical effort necessary in carrying about the small drawer when a reference to the correspondence is necessary.

#### Contents of Vertical System

A vertical file for letters is usually provided with the following materials:

A filing drawer with inside dimensions of 12 inches wide by 10 inches deep, and fitted with a sliding block in back of the guides and folders that keeps the papers on edge in an upright position.

A set of index guides made of heavy manila paper with projecting tabs bearing the subdivisions or designations of the index. The tabs are so placed that the guide letters are quickly visible. These index guides perform the most important function in the finding of papers. If they are inadequate in number, complex in character, or unevenly arranged so as to interfere with instantaneous reference to the particular paper wanted, they are faulty and will cause no end of trouble.

A folder or "shell" in which the letters or papers are placed, is provided for each division of the index. This folder, which is also of manila stock, makes it possible to place all papers belonging under a particular index guide together and separate from the others. The folders are labeled also on a tab which corresponds with the index tab so that if the folder is removed from the file a reference to this tab will plainly indicate where it belongs in the file.



Folders also are used for another purpose. In cases where the correspondence with one firm is large enough to justify it, a special folder is provided with the name of the concern on the tab, and this is placed in back of the regular folder in the proper division of the index. If the volume of correspondence in any particular folder is unusually large, it may be still further subdivided by month guides, a set of twelve tab folders, one for each month being used for this purpose.

#### Alphabetical Indexing

Alphabetical indexing is the simplest and most widely used of any. It consists simply of a set of guides and folders arranged alphabetically, one for each letter of the alphabet.

Where a simple set of alphabetical guides is used, the filing would be done as follows: All correspondence with firms or individuals whose names begin with "A" would be put in folder "A" and placed back of the index guide "A." All correspondence with firms or individuals whose names begin with "B" would be placed in the folder back of "B" guide, and so on. Where the volume of correspondence is large it is found necessary to subdivide the alphabetical guides into 40, 80, 120, or

160 subdivisions. As an illustration of how this is done, the alphabet in an 80 subdivision index will be divided as follows: A, BA, BE-BI, BL-BO, BR-BY, CA-CE, CH-CL, CO-CZ, DA-DE, DI-DY, E, etc.,—the subdivision indicating the frequent combinations of initial letters encountered in proper names. The foregoing are merely illustrative of the beginning guides. Suppose, for example, we had a letter from Blake, it would obviously go back of the "BL-BO" guide; from Byron, it would be placed back of the "BR-BY" guide; if from Clarke, it would go back of the "CH-CL" guide, and so on.

It will easily be seen that if there are many letters to be filed under any given letter the folder would soon become filled, as a folder will hold only 50 or 75 letters, and to find a letter in any subdivision of a simple alphabetical file, would require looking through the entire folder. With 80 subdivisions or more the number of letters in any given folder would be considerably lessened, and quick reference could therefore be made.

The letters in any folder are usually filed chronologically, the first letter received being placed in the back of the folder and the last one in the front.

(To be continued)



## Typewriting Contest at Butte High School

**T**HOSE who demand figures and statistics for conviction will find Butte, Montana, a town after their hearts. Its people talk and work in Arabic. Instead of using the over-worked adjectives, they express themselves in higher figures. For instance, one mine alone produces over 100,000,000 lbs. of copper per annum—but you can get these figures and statistics in any encyclopedia, so here is one that has come along since the books were written.

The magnificent new ocean steamship—Imperator—which made her maiden trip and triumphal entry into New York in June, is 919 feet long. The city of Butte is perched above sea level a distance of over six times the length of the Imperator, so that from that elevation the present

Queen of the Atlantic would be toned down to the size of the average. What influence this altitude had upon the speeds made in the recent typewriting contest at the Butte High School, we are not informed.

We are sure though that our readers will be interested in the results of the contest, which, of course, are expressed in Arabic. Although Butte is noted chiefly for its wealth-producing mines, it is not apathetic regarding commercial education. Its quota of teachers guiding the destinies of the commercial department in the high school is larger than in some other cities with the same or greater population.

Miss Helen Abbott, who is but sixteen years old, won the first prize of a gold medal in the second annual speed contest



at the Butte High School held on May 21, writing seventy-one words a minute for fifteen minutes, making, according to the *Anaconda Standard*, "a new western record."

We find the following in the *Standard*:

"The contest was under the supervision of Miss Katherine Moore, typewriter instructor of the high school, while C. B. Waters, state manager of the Remington company, and Walter Shay were the time-keepers.

"Twenty students took part in the contest, fifteen girls and five boys opening the books at the call of time. So strict were the rules of the contest that it was considered an error to have a margin of more than one inch or less than half an inch at either the top or the bottom of the paper, while transposition, inclined margin, piling and faulty shifting also counted as errors with misspelled words."

Miss Abbott, the winner of the first prize, is said to have been studying typewriting in the high school for twenty months, spending less than forty minutes a day in practice. The second prize, also

a beautiful gold medal from the Remington Typewriter Company, was awarded to Miss Sadie Kopald, who wrote fifty-four words a minute net.

The director of the commercial department of the Butte High School is Mr. V. E. Madray. Under Mr. Madray's able direction for the past two years, aided by a corps of loyal assistants, the commercial work of the high school has been placed upon a remarkably high plane of efficiency. Every department under Mr. Madray's supervision has felt the impetus of his enthusiasm and scholarship. Mr. Madray deserves signal credit for his efficient and whole-hearted work since being elected to the important position. Miss Moore, the typewriting instructor, is also to be congratulated on her excellent work in producing such capable typists.

The following tabulated list of names and results is taken from the *Anaconda Standard*, a Butte newspaper:

|                        | Total | Errors | Penalty | Net  | Net per minute |
|------------------------|-------|--------|---------|------|----------------|
| Helen Abbott .....     | 1172  | 22     | 110     | 1062 | 71             |
| Sadie Kopald .....     | 983   | 36     | 180     | 803  | 54             |
| Minnie Batten .....    | 857   | 25     | 125     | 732  | 49             |
| Louise Forrest .....   | 979   | 51     | 255     | 724  | 48             |
| Josie Zoble .....      | 961   | 47     | 235     | 726  | 47             |
| Retta Mennie .....     | 806   | 31     | 155     | 651  | 44             |
| Charles Casto .....    | 734   | 24     | 120     | 614  | 41             |
| Grace Gensberger ..... | 655   | 18     | 90      | 565  | 38             |
| Ruby Miller .....      | 689   | 27     | 135     | 554  | 37             |
| Bernard Robinson ..... | 618   | 15     | 75      | 543  | 36             |
| Florence Thomas .....  | 775   | 49     | 245     | 530  | 36             |
| Joe Doherty .....      | 666   | 25     | 125     | 541  | 36             |
| Lena Henry .....       | 615   | 19     | 95      | 520  | 35             |
| Alfred Shone .....     | 809   | 66     | 330     | 479  | 32             |
| Harriet Hoskings ..... | 772   | 59     | 295     | 477  | 32             |
| Henry Muntzer .....    | 767   | 57     | 285     | 482  | 32             |
| Katie Ferguson .....   | 695   | 47     | 235     | 460  | 31             |
| Rose Gordon .....      | 490   | 10     | 50      | 440  | 30             |
| Cora Konarski .....    | 813   | 82     | 410     | 403  | 26             |
| Frank Sullivan .....   | 745   | 83     | 415     | 330  | 22             |

Time, fifteen minutes.



TO use books rightly is to go to them for help; to appeal to them when our own knowledge and power of thought fail; to be led by them into wider sight, purer conception, than our own, and receive from them the united sentence of the judges and councils of all time, against our solitary and unstable opinion.—*Ruskin*.



## Phoenix High School Experts

**T**HE Phoenix (Arizona) High School is developing some expert typists.

The boys seem to be better writers than their sisters, according to the records we have seen, but the girls may change matters in the future. In a letter received from Mr. C. L. Michael, principal of the commercial department of the Phoenix Union High School, he says, "I am enclosing you a photograph of two of my typewriting boys, Samuel J. Holsinger and Tucker L. Pinney. These boys, I believe to be the best pair of high school typists in the United States. Of course, I am likely to be biased in my view since they are my students, but below I give you some of their records and if you can match them, I shall be glad to see the photographs of the two who can do it." We quite admire Mr. Michael's attitude in the matter. It shows a type of confidence in his students that is commendable.

Mr. Holsinger won second place in the recent typewriting contest in the Gregg Writer with a record of eighty-four words a minute net, writing for 10.25 minutes. This was on practice matter. On a memorized sentence, Mr. Michael says, he has written "200 words without an error for

one minute; unpracticed matter 115, without an error; practice matter 120 without an error; May Underwood test eighty words a minute for ten minutes."

Mr. Pinney, who was also in the Gregg Writer copying contest, wrote, says Mr. Michael, for "ten minutes copying seventy-four words per minute; dictation, eighty words per minute for five minutes.

Tucker can take dictation at about ninety words gross, with about two errors, a minute."

On another page there is an account of recent activity in typewriting in the High School at Butte, Montana. The desire to compare is strong because these two cities are just as near being on a straight line of long-

itude as two cities ever could be. They seem to have been making their records about the same time, too. The Butte boys do not seem to stand any show with the little giants of the South, but the Butte girls need not be ashamed of their fine records. If these typists could come together with their writing machines, it might afford an interesting exhibition of skill. It would be not only Butte against Phoenix, but also sex against sex. Distance is sometimes a decided inconvenience as it undoubtedly is in this instance.

SAMUEL J. HOLZINGER

TUCKER L. PINNEY



## "Dear Sir" and "Yours Truly"

**E**VERY little while somebody comes along and says that the customary salutations and complimentary closes of our letters are falling into disuse. But the recent investigation conducted by the Russell Sage Foundation announces otherwise. The statistical experts tabulated the forms of salutation and closing in two thousand letters on varied subjects written

from all parts of the United States and here is what they found:

|                   |     |
|-------------------|-----|
| Dear ———          | 520 |
| Dear Sir .....    | 490 |
| My Dear ———       | 476 |
| Gentlemen .....   | 907 |
| Dear Madam .....  | 166 |
| Miss ———          | 98  |
| Dear Miss ...     | 17  |
| Dear Friend ..... | 17  |



|                                           |       |
|-------------------------------------------|-------|
| Dear Sirs .....                           | 14    |
| Twelve others less than 10 times each.... | 63    |
| Total .....                               | 2,000 |
| Yours truly .....                         | 728   |
| Sincerely .....                           | 535   |
| Respectfully .....                        | 269   |
| Oblige .....                              | 148   |
| Cordially .....                           | 59    |
| Yours .....                               | 39    |
| Love .....                                | 34    |
| Your friend .....                         | 23    |
| Faithfully .....                          | 20    |
| Twelve miscellaneous forms.....           | 48    |
| No ending .....                           | 98    |
| Total .....                               | 2,000 |

In commenting on these results one of the investigators says:

While our present-day methods of opening and closing letters may not be ideal from the point of view of the waste-motion experts, they must admit that we have already made notable savings over bygone methods. The modern business man can certainly congratulate himself that he no longer has to subscribe himself all sorts of things in flowery language for two or three lines at the bottom of an acknowledgment.

Of all forms of closing, one of the oddest, I think, is that used by Spanish business houses. Not many years ago a Spanish merchant was compelled by every-day business practice to close even a perfunctory business note as fol-

lows: "I subscribe myself your humble and dependable servant who kisses your hand." After a century or so of wasting ink and paper in this way they probably grew envious of our "Yours truly."

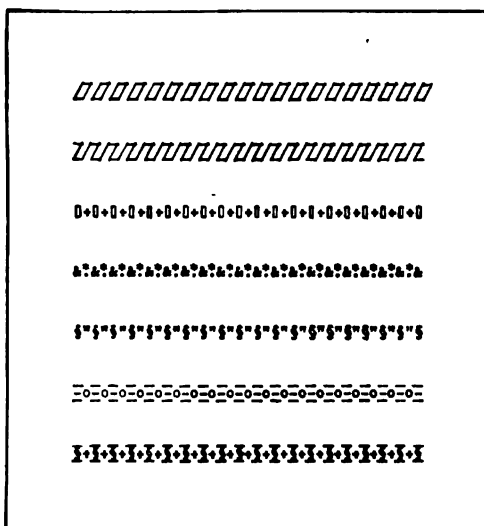
So for this closing, which frequently took more lines than the body of the letter, they reduced it to "I subscribe myself 's. a. s. g. b. s. m.,'" which stands for the same words. An American wishing to adopt this economical plan probably would write: "I remain y. t."

The results of investigation show that every one of the letters began with some salutation and only ninety-eight out of the two thousand writers quit when he was through and signed his name without bothering to say that he was true, sincere or respectful. An overwhelming preference for "Gentlemen" in place of "Dear Sirs" is shown. People are also somewhat reluctant about using "Dear Miss" as only seventeen employed this form, to 168 who wrote "Dear Madam." This may be due to the fact that frequently it is not known whether a woman is married or not, and when she is not it might appear like rubbing it in on a maiden lady who is so not by choice. The inquiry reveals the fact that "Very truly yours" is the most common form of closing. "Yours truly" is a near second.



### Attractive Border Designs

AS a general thing, typewriting is much more attractive without any attempt at ornamentation, but there are some instances in which a simple border can be used effectively, as, for example, on title pages of manuscripts of plays, books, etc. Mr. Raymond A. Tatro of Washington, D. C., has sent us some designs of borders that are particularly attract-



ive. They are simple and artistic and where appropriate can be used effectively. Some of these, it is manifest, are not adapted to the ordinary commercial machine—but they present an idea that can be worked out by individual typists to suit particular cases. Let others follow Mr. Tatro's example and send us other specimens of artistic typewriting.



# Q's and A's

Conducted by Alice M. Hunter, 32 South Wabash Avenue, Chicago, to whom all communications relating to this department should be addressed. Answers to the questions in this issue must be in our hands by August 15, and will be published in the September number. An award of 50c is given each month for the best answer received on each question; twenty-five cents each for all other contributions published.

## The Importance of a Good Memory and How One May Be Developed

44. I should like to have discussed in the Question and Answer Department of the *Gregg Writer* various means of improving the memory. I find that most of my failures as a stenographer are caused by my inability to remember important details.

This question has evoked a record-breaking response and this response we conclude is an evidence of the importance of a good memory to each one of our readers. There is probably not one of us who has not been at one time momentarily embarrassed or permanently handicapped by a failure to recall instantly and accurately a face, a fact, or a name perhaps—mere trifles in themselves, but for the moment of paramount and pressing importance. This, then, is the problem: Why do we forget? What can we do to temporarily bolster a faulty memory or to permanently improve it?

From the large number of splendid discussions received we have selected one sent us by Mr. Thos. J. Madden of Chicago, as worthy of first place. In his letter Mr. Madden states that he has in his possession an excellent treatise on the subject of memory by Professor Grenville Kleiser, former instructor of elocution and public speaking at Yale University. The following is a digest of this treatise:

Memory depends primarily upon securing accurate and vivid mental impressions. The greater the degree of attention and concentration, the deeper will be the impression, and consequently the more enduring the memory. "If any one ask me," said Quintilian, "what is the only and great art of memory, I shall say it is exercise and labor. To learn much by heart, to meditate much, and if possible, daily, are the most efficacious of all methods. Nothing is so much strengthened by practice or weakened by neglect as memory."

Begin with a few exercises like these:

1. Read a paragraph from some standard author. Close the book and either write it out or say it aloud from memory. Then refer again to the book and note the parts you have failed to remember. As you gain facility, choose a longer extract.

2. Glance down the street, or around the room, close your eyes, and describe in detail what you saw. Look again, then close your eyes and repeat. This exercise will make you more observant.

3. After a person has passed you on the street, endeavor to describe the details of face, dress, and manner.

4. As you pass a store-window, take in at a glance as many things as possible. Afterward try to recall what you can of what you saw. It is said that a boy trained to do this by his father developed a phenomenal memory.

5. Look at a landscape, a passing train, a high building, or some object of special interest, close your eyes, and endeavor to describe it vividly and in detail. This will develop your powers of description.

Nothing will develop the memory so rapidly as concentration, and this is largely a matter of being interested. For example, when you are introduced to a person, repeat the name aloud, and endeavor to associate with it some characteristic of that person's face or manner. Many people say, "I have no memory for names or faces." This is due to the fact that at the moment of introduction they give no attention to the name nor to the face, but are usually thinking of something else.

To strengthen your memory avoid desultory reading, skimming of newspapers, and subjects in which you cannot take an interest. Have before you a mental picture of what you read and hear and say. Memorize a short piece of prose or poetry, as often as possible. Remember that a feeble impression means a feeble memory. It is like a shoemaker putting nails into the sole of a boot. The point of the nail is put into the leather so slightly that the least shake will cause it to fall to the floor. But down comes the hammer and drives it up to the head. So likewise, ideas come at first vaguely and feebly, but *attention*, like the shoemaker's hammer, drives them deeply and indelibly into the mind.



A valuable exercise is to analyze some great oration in detail. It will strengthen your memory and at the same time give you many helpful ideas in oratorical construction. For this purpose you may take if you wish, Webster's first Bunker Hill speech. Read the speech as a whole, preferably at one sitting. Then, as soon as possible read it a second time in detail, looking up the meaning and pronunciation of every word in doubt, and examining carefully any foot-notes. Commit to memory sentences and paragraphs of this speech that appeal to you because of some special merit—their beauty, truth, power.

These are practical ways of training your memory—by reading, observation, concentration and analysis, and at the same time you will be storing your mind with great vital truths to serve you in the larger work of life.

Mr. Clarence I. Brown, of Providence, R. I., sends us the following suggestions taken from a book by President Mark Hopkins of Williams College. Mr. Brown reminds us that it was Mark Hopkins to whom President Garfield referred when he defined a university as "Mark Hopkins on one end of a log and a student on the other." These quotations are from Hopkins' *An Outline Study of Man*.

Now a word on the cultivation of the memory. This, with given power, will depend on three things. First, *Attention*—habits of fixed attention. Nothing can be remembered that is not attended to, and generally the memory will be in proportion, not to the attention we try to give to a subject in which we feel no interest, for that is often what is called study, but to the attention actually given from a genuine interest in the subject.

A second condition for cultivating the memory is *Order*. This imposes upon every student who would remember well, the necessity not only of external order and arrangement, but of studying his subject till he sees its relations as whole and parts, and brings it into a system. It is generally for not carrying studies out till this is done—and this is something which each must do for himself—that they are not remembered.

A third condition is *Repetition*. Of the effect of this in enabling us so to hold fast what we have acquired that we can command it at our will, there can be no doubt.

In discussing the subject further Mr. Brown quotes the following from a sketch of President Andrews of Brown University. The book from which this excerpt is taken is entitled *Memories of Brown* and the following is from Dr. William McDonald:

Whatever differences there may be in opinions as to this or that of the mental characteristics of President Andrews, wherever Brown men are gathered together there is always unanimous

testimony concerning the phenomenal nature of his ability to remember faces and to recall names, and many are the reminiscences exemplifying this facility of recollection. That it is a cultivated power, however, and not entirely a natural gift was made known by the advice which he gave us. "Gentlemen," he was wont to say, "gentlemen, cultivate your memories; it is within the power of every one of you to enlarge his stock of ever-ready data. When for example, a pat word or a name evades your mental flashhook, do not run helplessly to your dictionary, but rather command it to come forth from its hiding-place in the dark recesses of your own preserves and if it will not come, get down, get down, gentlemen, on the floor and roll; grovel on the ground until it comes to light." It is extremely difficult to picture our dignified "Prexy" rolling about on his study floor in search of an elusive word, but that in some way he had struggled with and gained the mastery over those will-o'-the-wisps of memory no one who knew him can ever doubt.

He remembered faces as well as names and the facility with which he learned to know his students was largely responsible for the great influence which he exerted over them individually. That there were a few men, however, in the under classes who had never come in direct personal contact with the president might very well have been the case in a university so large as Brown and, according to a contemporary anecdote, it appears that to remain unknown might even be a laudable ambition.

Once at a local gathering, a father whose son was then a junior in the university asked to be introduced to President Andrews. After the introduction the parent remarked to Dr. Andrews that he probably knew his son very well, mentioning the son's name. To the evident surprise of the father Dr. Andrews was obliged to tell him that he had never met his son to know him. "But," remarked the president, "I want to assure you, Mr. B., that the fact of my not knowing him is pretty good evidence that he is a young man of the right stamp. If he were not, I should probably have known him long before this."

#### MEMORY AS APPLIED TO LEARNING SHORTHAND

Some time ago we discussed at some length whether shorthand could be better acquired by a mature or by an immature mind. Mr. Brown quotes the following from *The Elements of Intellectual Philosophy* by Dr. Francis Wayland, president of Brown University. These facts will be particularly valuable to those teachers who believe that shorthand should be given attention in the child's early education:

It is to be remarked, further, that the memory of youth differs in kind, as well as in degree, from that of maturer life. In youth, as might be expected, we remember facts; as we advance



in age, we observe, appreciate, and remember laws and their relations. In the early period of life, we collect the materials; as we grow older, we learn to use them. In youth our tendency is to the objective and concrete; in maturer years we tend to the subjective and the abstract. If we were to be more particular, we might affirm that in childhood susceptibility seems more active; in youth, retentiveness; and in manhood, readiness. In childhood, as I have said, we learn a multitude of things which we soon forget. The ordinary events of the first four or five years of our lives soon pass into oblivion. In advancing youth, while we lose in some degree the power of committing to memory, we retain what we have learned much more tenaciously. I have remarked on the facility with which young persons will learn several languages at the same time, and, what is scarcely possible for an adult, they will learn them idiomatically.

A singular confirmation of this remark is found in the life of Dr. Carey, the pioneer Protestant missionary in India. Dr. Carey had a decided talent for languages, and acquired them with great facility before he left England. When he arrived in Bengal with his family, he commenced the study of the native tongues with his usual perseverance, assisted by the best helps, both printed and oral, which the country then afforded. His children, without any instruction, were left to amuse themselves with natives of their own age. It was not long before the father was obliged to call in his children to explain to him phrases and idioms which he was unable to understand. They had learned, by playing with their fellows, more rapidly than he by the combined aid of books and pundits.

It is, however, a singular fact, that if a young person studies an ancient language, as Latin or Greek, and, from change of residence, forgets his native tongue, he will remember the language which he acquired by grammatical study, longer than his vernacular. This difference may arise either from the fact that retentiveness of memory increases with age, or because whatever is learned by a protracted effort is more indelibly fixed in the recollection.

Quoting further from Wayland's Intellectual Philosophy, Mr. Brown suggests the following as bearing on another discussion contained in these columns several years ago. This discussion was entitled, "Was the Sermon on the Mount Reported?" and in connection with it one of the contributors says: "I should therefore conclude that 'The Sermon on the Mount' was not reported in shorthand, but was retained in the memory of those who heard it." Dr. Wayland in his valuable book brings out the fact that individuals differ greatly in their power of recollection and that some men have lived in whom the

ability to recall has been wonderfully developed.

The power of recollection in different individuals differs greatly, both in degree and in kind. Some men are so remarkably gifted in this respect, that without apparent effort they seem to remember whatever they have read, and every person whom they have even casually seen. Others, though possessing many eminent qualities of intellect, find difficulty in recollecting the persons and things which daily surround them. Cyrus is reported to have been able to call by name every soldier in his army, and Themistocles to have known individually every citizen of Athens. I have been told that General Washington never found it necessary to be twice introduced to the same person. Boswell records of Dr. Johnson, that once, when riding in a stage-coach, he repeated with verbal accuracy a number of the Rambler, some ten or twelve years after its publication; at the same time stating that he had not seen it since he corrected the original proof-sheets. In his life of Rowe he criticizes the poet's works with a very accurate conception of their merits, frequently quoting whole passages as though he were transcribing them from the printed page. When he had finished it, he said to a friend, "I think this is pretty well done, considering that I have not read a play of Rowe's for thirty years."

Memory may be improved in a shorter time, and to a greater extent, than any of our other faculties. The change that may be produced in this respect is frequently remarkable. Pupils in a school may, in a few months be taught to commit to memory an amount which, at first, would have seemed incredible. It is not difficult to teach a class to recite from beginning to end the acquisitions of a whole term, without any aid from the instructor. A gentleman with whom I am well acquainted, informed me that he once determined to ascertain the extent to which the improvement could be carried. He soon found himself able to repeat verbatim, two or three pages of any book after it had been read to him only once. He was able to go into a legislative assembly, and write down from recollection, after its adjournment, the proceedings of the day, with as much accuracy as they were reported by the stenographers.

#### HOW SHORTHAND MAY BE EMPLOYED AS AN AID TO MEMORY

From Mr. Arthur N. Tripp, Eugene, Oregon, comes the suggestions that the knowledge of shorthand may be made a valuable aid to memory.

When I have something that I want to commit to memory I jot it down in shorthand, put it in my pocket, and when I have a few spare moments I read it and associate the outlines with the things they represent. I find it easier to remember the shorthand outline for a word than the printed or written word. In this way I have learned several poems while going to



and returning from the office or schoolroom. As a help in remembering names I often make a mental outline of a new name when I hear it. However, I have not tested this out very thoroughly, and would like to hear from others with regard to remembering names.

We are also indebted to Mr. Tripp for a quotation from an article by Prof. Hugo Munsterberg of Harvard University. This article appeared recently in *The Youth's Companion*.

To test the memory, make a long list of words of two and three syllables, show your friends ten of them for twenty seconds, and see how many they can write down correctly. Then show them fifteen words for thirty seconds. Make the same experiments with spoken words. Read slowly ten words, and find out how many they can keep in mind. Later, read fifteen words. In this way not only can you learn which of your friends have good memories for single words and which ones have bad memories, but you can distinguish the minds that retain written words better and the minds that depend more upon what they hear. Different vocations make different demands. If you wish to type-write from copy, you need a visual memory; if you wish to take shorthand notes from dictation, you need a memory for words that you hear.

#### HOW KEEPING A JOURNAL HELPS

Mr. Christen Hoy of Seattle, Wash., discusses memory culture fully and in an interesting way. He brings out what a big subject it is and says: "To present a skeleton outline of any complete system of memory culture would be about like giving a person, who wished to study shorthand, a list of the letters and principles of abbreviation used in Gregg Shorthand and tell him to go forth and take dictation."

The following suggestions bear particularly on the development of a good memory:

Professor Fowler, the phrenologist, recommended the keeping of a journal (not a diary)—that is, every evening to write a narrative of the events of the day. This cultivates the memory, and in addition makes a person observant, for after the first few days, it becomes necessary to observe everything that happens during the day in order to have something to write at night; it also gives practice in composition. By the use of shorthand such a journal will not require much time; it is necessary to remember that a journal is simply a narrative of events and descriptions of places or persons; personal impressions have no place in a journal—a diary is the place for them.

Another well-tried method is to select a good book, preferably a history or a scientific work, divide it into budgets of five or six pages each,

divide the budgets into sections of three to twelve lines each, according to the capacity of the individual, the first day memorize the first section of the first budget, the next day repeat the first section from memory and memorize the second section, the third day repeat the two first sections from memory and memorize the third section, and so on until the first budget is memorized, always repeating all of the memorized part of the budget before memorizing the next section. When the first budget is memorized, repeat that from memory every day for a week; then set aside one day in the week for repetition and on the rest of the days of the week proceed in the same manner with the second budget, until that is memorized when it also is put on the repetition list along with the first budget. In time it becomes necessary to divide the repetition matter into parts, say four or five budgets to a part and repeat the parts on different repetition days in rotation. Finally, of course, it becomes necessary to drop the parts one by one as new parts are memorized.

A modification of the latter method is to study the book carefully, make a brief, but comprehensive synopsis of it chapter by chapter, or section by section, according to the arrangement and size of chapters, and then proceed with the memorizing of the synopsis as above explained. This method gives practice in picking out the essential parts and disregarding the unessential verbiage; and besides it is possible to cover much more ground than if a person memorizes the whole book.

If a person selects the important words from the synopsis, and placing them in a column mentally impresses on his mind the connection between each word and the preceding as well as the succeeding one, and in this way memorizes the list of words, he will find that he can repeat them backward as well as forward; then by repeating the list of words both backward and forward every day, he will remember the contents of the book. This repetition of words is a part of all the systems of memory culture of which I have any knowledge.

Mr. Hoy brings out, however, that these matters take considerable time and that no appreciable improvement of memory can be looked for in less than a year. He therefore advises that expedients be employed to neutralize the results of a poor memory. The plan of a memorandum calendar is carefully worked out in the following:

The use of a memorandum calendar is advisable even for those who have a good memory. Whatever duties you have to do on certain specified days, such as Saturdays, the first and last of the month, the day before a holiday, etc., you simply enter on the memorandum pads for the proper days, before you put the calendar in use. As things come up that have to be attended to at some future specified date, you enter a notation on your memorandum calendar



for that date. Every morning before starting work, you make up memorandum slips, one for each duty you find specified on your calendar, these memorandum slips you place on a little file kept for that purpose. Whatever turns up during the day that must be attended to that day, though not necessarily immediately, you make a memorandum of and place on your little file; this file you consult frequently during the day, and especially, you make a point of going all through it twenty or thirty minutes before you go to lunch and before you quit in the evening (and any other special time that may be necessary in your business) so as to make sure that everything is attended to at the proper time. As each duty is finally disposed of the memorandum for that duty is destroyed. Your memorandum file must be clear before you leave the office; anything that you for any reason have been prevented from attending to during the day must be transferred to the memorandum calendar for the next day, or such day as you wish to take it up again.

Evidently forgetting enclosures is a fault of many an otherwise good stenographer. Mr. Hoy's plan is as follows:

If you have trouble in remembering enclosures, you can put a sign "enclosures" where you keep your envelopes in such a way that you must see it whenever you take an envelope; this will remind you of the enclosures you have to make in that particular envelope, then before you address the envelope, get the enclosures and place them where you must see them when the envelope is addressed, stick them in the envelope and forget about them; they will go with the letter. This plan can be used for any other routine matter of a similar nature.

#### A PRACTICAL EXPEDIENT

Miss Ellen Johnston of Cedar Rapids, Iowa, is a stenographer who found at the beginning of her career the necessity of overcoming the inability to remember details. Her experience will, we believe, be valuable to others:

I would be only too glad to aid another stenographer in overcoming an inability to remember details. It was only after coming into actual contact with office work that I first realized that a stenographer's duties may include much besides actual shorthand and type-writing. These various "outside duties" seemed to be the most difficult part for me, although my dictation has constantly included many new and difficult technical words and forms. I feel that I have done considerable to master this shortcoming, so will offer these suggestions: I never trust entirely to memory but keep a card or slip of paper tucked under the rubber band of my note book. Thus I always have this accessible whether taking dictation or at my own desk. I find this a very convenient and unfailing way to "remember" telephone numbers, names of callers, and various other

details. I have succeeded, to a considerable extent, in training my memory in regard to these things, but have found this plan of keeping a memoranda card to be invaluable in helping me to remember the important details at the proper time.

#### A WORD FROM A HOMESTEADER

A breezy letter comes to us from Miss Grace Rankin, "Longview," Winnett, Montana. Miss Rankin says that she is now homesteading forty-five miles from the nearest railway and that the *Gregg Writer* is to her a monthly delight. As a permanent cure for the nerve-worn, memory-tired stenographer, Miss Rankin recommends the gypsy life. The following shows that when Miss Rankin was in the stenographer's chair she did her work systematically and well.

Decide upon the most efficacious method or routine for doing your work and follow it daily. When a letter is written, before placing the carbon in the file basket assure yourself that the enclosures are at hand and that every duty occasioned by this letter which would fall upon you has been performed, or, if it is impossible to attend to said duties at once, see that a memorandum is on your desk, thus leaving no opportunity to forget. Many other illustrations might be used.

Make use of your desk calendar! Don't depend on your memory unnecessarily even though you have a good one! Thus, with less to burden the memory this function is enabled to better carry the details that cannot be left to memos and ticklers.

Don't envy a good memory! Be methodical and have one!

#### THE PSYCHOLOGY OF MEMORY

The study of the psychology of memory is recommended by Miss Nola Houdlette, Dresden Mills, Maine, as the foundation of success.

I would suggest first of all that you read up the psychology of memory as thoroughly as you can, particularly if you have never had a good course in Psychology. I think if you have well in mind the theory regarding the different steps that are necessary for efficient recall, you will be able to see where your own difficulty is. William James is a very noted authority in this line, and in every library you will find a variety of books by other authors, some of which will not be too technical to help even the beginner.

If you have read Arnold Bennett's "How to Live on Twenty-four Hours a Day," you will remember the chapter in which he speaks of the time we waste in going to and from business by letting our minds roam in a haphazard fashion from one thing to another, none of



them perhaps of any personal importance to us, and certainly none of them leading to any definite end. I think this is characteristic of a great many of our mental processes and will account in a great measure for our inability to recall past experience. The easiest sort of attention is the passive attention in which one idea is succeeded by another under circumstances over which the mind has no control and with no attempt at association. If you expect to be called upon to retrace a certain line of thought, give your whole attention to the matter as it is presented to you, try to see the relation of one part to another and the relation of each part to the whole. It is like attempting to retrace your steps in search of a lost article. If you took a direct path from one point to another, you can easily go over the whole ground, but if you wandered here and there attracted now by something on the right and then by something on the left, something in no way connected with the path to your destination, the chances are small that your search will be successful.

In fact, I believe the whole secret of the matter lies in cultivating the habit of concentrating the mind on one thing at a time and grasping that thing step by step as it is presented. The habit of logical, consistent thinking is not one, however, to be easily acquired, and patient and persistent effort will be required to bring about the mental training necessary to insure prompt, accurate, efficient results.

#### THE IMPORTANCE OF INTEREST

Miss Latolia Goodman, Tulsa, Oklahoma, brings out the importance of interest to a stenographer who would remember office details.

I find it is not hard to remember details in the office if I am interested enough in the work to see the importance of interest and its relation to the work as a whole. I keep a small notebook on my desk and make a note of telephone calls, messages and so forth, but try to remember each of them and not refer to my memorandum. The information is there in case I should forget.

An excellent way to improve the memory is to spend a few minutes every evening reviewing the events of the day. Start with the first incident of the morning and trace the thread through every act and conversation. In a very short time you will find you remember the smallest details.

#### OF REPETITION AND WHAT IT MAY DO

Mr. B. S. Barrett of Brooklyn, N. Y., speaks of the importance of repetition and of what it has done for people to whom a good memory is the essential part of their professional training.

Assimilative mnemonics is recommended as a good method of assisting the memory, but my experience has been that the best way to

strengthen the memory is by constant repetition. Some one has said, "Make a pack-horse of your memory." Actors and opera singers acquire prodigious memories by their being obliged to learn new plays and operas continually. At first they find it slow work, but in a short time they acquire the ability of memorizing after a very few readings. Some persons have wonderful memories. The late chess champion Pillsbury, could play more than twenty games, sans voix, simultaneously, with as many other players, and remember every move from the beginning of the game, and tell the position of the men on all the boards at any time while playing. Practice is what does it. Books on mnemonics are helpful, in a way of suggestions, but, after all, the best thing is self-reliance, a determination to remember what you study, and a constant repetition till you have fixed it permanently in the mind. Avoid taking notes, except when unavoidably necessary, but make your memory do the work. Extraneous aids have a tendency to weaken the memory.

#### THE VALUE OF MNEMONICS

Mr. Ralph Newman of New York City, brings out the value of mnemonics as an aid to memory and suggests Middleton's "All About Mnemonics" as a helpful book. He quotes the following from Vol. IV of "Reference Handbook of the Medical Sciences." This is part of the discussion devoted to diseases of the memory.

Most persons know that a weak memory may be materially strengthened, and that a good one may be further developed by a good method of mnemonics. Mnemonical aids promote facility, retention, and readiness, as many students can testify, besides leading the mind into the natural channels of memory. Who, for instance has the least difficulty in retaining the order of the cranial nerves after committing to memory the following:

"On Old Monadnock's Peaked Tops,  
A Fine Auld German Picked Some Hops!"

#### SOME TRICKS OF MEMORY

Miss Amy D. Putnam of Arcola, N. J., writes us that she has a remarkable memory and tells how she has trained it and some of the things she can do.

I take some beautiful piece of prose or poetry, and learn it verbatim. I always learn things as a whole, never sentence by sentence or stanza by stanza; I read the whole thing every time, even if it is several pages long. Then I hold myself responsible for everything I have ever learned. For instance, if something reminds me of a line of a poem I learned when a little girl, I never give it up until I have connected it with the whole poem and recalled every line of it correctly. Sometimes this takes weeks of my spare time.



But more important than this deliberate committing of long articles is the ability to remember things accurately by hearing them once. This means a very intensified form of attention exerted for a short time; and this without losing the power of giving ordinary attention to what follows: When listening to sermons or lectures, I look out for a beautiful thought, or some verse of from two to ten lines, and fix my attention on it. But I do not repeat it at all, and pay strict attention to what follows. When I get home, I recall it. At first you will be unable to do this, but with practice you can usually recall it with very little effort.

I can still repeat word for word two conversations which took place seven and nine years ago, respectively, which were important enough to make it desirable to concentrate my whole attention on them. I can pick up long conversations and later recall them exactly and find out their meaning. Once I learned a six stanza hymn in five minutes, at the same time engaging in an ordinary conversation. These are "monkey tricks," but anyone who can do them can also use his memory just as wonderfully in a practical way.

I should say the three most important things to be cultivated are will-power, strict attention, and accuracy, which last is indispensable, as a good memory that cannot be depended upon leads its owner into trouble nearly as often as it helps him. "A little knowledge" with a great deal of fool-hardy self-confidence "is a dangerous thing."

We are closing the discussion by placing before you the following quotation from the eminent educator, Horace Mann: "What interests us is remembered" and this from the eminent psychologist, William James: "The one who thinks over his experiences most and weaves them into systematic relations with each other, will be the one with the best memory," and "The more facts a fact is associated with in the mind, the better possession of it our memory will retain." And finally, the following from the poet philosopher, Walt Mason:

The merchant said in caustic tones: "James Henry Charles Augustus Jones, please get your pay and leave the store; I will not need you any more. Important chores you seem to shun; you're always leaving work undone, and when I ask the reason why, you heave a sad and soulful sigh, and idly scratch your dome of thought, and feebly say: 'Oh, I forgot!' James Henry Charles Augustus Jones, this world's a poor resort for drones, for men with heads so badly set that their long suit is to forget. No man will ever write his name upon the shining wall of fame, or soar aloft on glowing wings because he can't remember things. I've noticed that such chaps as you remember when your pay is due; and when the noontime whistles throb, your memory is on the job; and when a holiday's at hand, your recollection

isn't canned. The failures on life's busy way, the paupers, friendless, wan and gray, throughout their bootless days, like you, forget the things they ought to do. So take your coat, and draw your bones, James Henry Charles Augustus Jones."



### Some Good Advice to a Perplexed Maiden

40. I am in trouble and I am sure you or some of the *Gregg Writer* readers can help me.

The summer following my Sophomore year in high school I took a position in a broker's office and held it through the summer. I knew very little about shorthand or anything else in the business line, having just finished my first year of Gregg. My employer taught me the insurance business and all that I know of the real estate and legal work connected with an office, and was very patient when I made blunders which seem so very unreasonable to me now. Since then he has kept my position open for me, employing a stenographer the next winter on the condition that whenever I wanted to come back I should have my position. It was necessary for me to help in the office work that winter and the following summer the position was vacated for me. Last summer he took into partnership a man who is very disagreeable to me and who smokes innumerable cigars daily, in fact, never is seen without a cigar in his mouth, and he does not smoke \$1 cigars either—tobacco smoke makes me very sick. I hold my position this winter, working on Saturdays and in the evening when I am needed. My "boss" is very good to me. He lets me do public stenography and last winter and summer I held a position in a bank while in his employ because there was not enough work to keep me busy all the time. He is very agreeable but his partner is just as disagreeable as Mr. — is nice. Stenographers are scarce in this town and Mr. — has taught me practically all that I know about the business and has been inconvenienced for want of a stenographer when one was needed just so I could have the chance, and now just as I will be available all of the time, and the time has come that he was waiting for here is this objection. It will seem the rankest ingratitude for me to leave now, but it hardly seems to me that gratitude would want to work in an office eight hours out of each day with a person that made her hate him more every time she saw him. Now I have come to the point of all this long discourse: shall I or shall I not leave my position?

From Mr. Emil M. Winter, Madison, Wis., come the following rather cynical words of wisdom:

The dilemma in which this young lady finds herself is not an uncommon situation. I dare say that every one of us could find some grounds for complaint if we were inclined to be pessimistic. In this world we are not always bedecked with roses, and when we are com-



pelled to work for a living, we have got to put up with many things which often are not very tasty. Of course, some employers are better than others, and while it is much pleasanter to work for an employer who is kind to his help and appreciates their work, it must be remembered that we can't have a boss made to order like a suit of clothes. We have got to take men as we find them, and either make the best of it, or go somewhere else, and probably jump from the frying pan into the fire. It is a bad thing to be too sensitive or touchy, as we are pretty roughly handled at times and like a cat, should always manage to land on our feet, no matter how we are thrown.

The realistic fact is that we are not working because we are in love with our employers, nor are our employers employing us for charity's sake, but because they need our services; and we, because we need the "hard cash." If a boss could get someone else cheaper, you bet he wouldn't hesitate five minutes to give us our walking papers.

The young lady who is the heroine of this story, is no worse off than thousands of others. Now this young lady makes the statement that stenographers are scarce in her locality. If such a splendid situation really exists, I don't see any earthly reason why she doesn't secure employment elsewhere and perhaps at even better pay. As long as she has not signed an ironclad, written contract to work at this particular place for the balance of her natural life, she is at liberty to walk out at any time with a clear conscience.

She surely need consider herself under no obligation to her employer simply because he nursed her along in the early stages, because, no doubt, he was paying her starvation wages. She can thank him for the kind treatment accorded her, explain her reasons for leaving and as soon as she passes the threshold forget that she ever worked there, because she can rest assured that the boss will do likewise.

I hardly wish to play the pessimist, but the above are hard, concrete facts and considering my own rather varied experience with employers, I can vouch for them. My paternal advice to this young lady would be to clear out on the double quick, or quit kicking and "be satisfied."

Mr. Harry Hillje, Washington, D. C., has a little more sympathy for this maiden in distress. He says:

In this instance it seems that the good far outweighs the bad. Yet as a general rule stenographers in the business world have to put up with a great deal of abuse, because they come closer in touch with their employers than do people engaged in any other profession. The bookkeeper, clerk, accountant, all work at their desks in a different part of the office, while the stenographer is nearly always in the same room, or at least near the employer. If the employer is in good spirits the whole office seems to brighten, but if he is out of sorts he quite frequently takes it out on

the stenographer. This case seems to go to both extremes.

However, where one's surroundings are not pleasant a person cannot do his best work. I should advise the stenographer to carefully think the advantages and disadvantages over again; then if it still seems almost impossible to work in the presence of the disagreeable partner, go to the employer and talk the matter over, explaining the trouble, and expressing an intention of resigning if the conditions cannot be changed. If there is a demand for stenographers in that city, there is no reason why another good position cannot be secured, with the help of some good recommendations from the present employer. But under no condition would I advise a resignation if it cannot be done with the consent of the present employer and friend. If this stenographer loses the good-will of the "boss" it will be difficult for her to secure another good position and will, no doubt, have a marked effect for some time to come on the stenographer's advancement in the business world.

A change in work would really broaden the stenographer and make him more experienced and better fitted for general work. The first change is always the hardest.

Several readers believe that all that is necessary is for the young lady to place the matter frankly before her employer. On general principles this advice will always hold good, not only in this instance, but in others of a personal nature. The very careful and thoughtful advice which has come from our readers to the young lady who submitted this question is still another illustration of how this department may help *you* in *your* business problems. Won't you send them to us?



#### The Full Meaning of "f. o. b."

43. John Smith of Savannah, Ga., sold George Allen of New York on April 1, 10 bales of cotton, the terms of the bill being 3%, 30 days, f. o. b. New York. If the goods were delayed in transit and did not reach Allen until May 6, could Allen redate the bill to the date that they were received so as to get the benefit of the 3% as well as 30 days' interest, or would he have to pay the bill without deducting the 3%. If the goods were lost in transit, who would have to make the claim on the railroad company, Smith or Allen? In other words, what is the full meaning of the term "f. o. b."?

From Miss Bertha N. Kaler, Phillipsburg, N. J., comes the following clear and complete discussion:

By the term "f. o. b. destination," as applied in the illustration given, the shipper makes a



special contract to deliver goods to the tracks of the consignee, and hence the title of ownership does not pass until the goods arrive at their destination. Thus, if the goods are lost in transit, the consignor would make claim on the railroad company, as he is still the owner of the property. The shipper pays the freight and the only charges accruing to the consignee are the cartage charges, if any, from the freight station in his city to his place of business.

When goods are shipped "f. o. b. point of shipment," as is the usual custom, the title of ownership passes to the consignee as soon as the goods are placed in the hands of the transportation company. The consignee would thus make claim on the railroad company in case of loss or damage. In this case, the consignor pays the cartage charges, if any, to the freight station in his city and the freight charges are collectible at destination.

Under the circumstances mentioned in the foregoing question, Smith, by his contract "f. o. b. New York," agrees to deliver the goods in that city, and he would make claim on the transportation company if the goods were lost in transit. As the goods were received after the discount period had expired, Allen could request that his period of discount be extended to the date on which the goods were delivered in New York. Smith might instruct Allen to do this, as they would, no doubt, have considerable correspondence regarding the delayed goods, or Allen might return the bill to the shipper and ask that the date be corrected. He would thus receive the benefit of the cash discount.

In taking the question up with Colonel W. H. Whigam, the author of *Essentials of Commercial Law*, which is this month being placed on the market by the Gregg Publishing Company, the following important points have been brought to our attention. The transaction referred to is a contract and as such is not completed until the goods are delivered in New York City.

In transactions of this kind, the strict legality of the transaction is overruled by the questions of business ethics and business custom. John Smith as a wholesale dealer in cotton will undoubtedly see the wisdom of accommodating his customer, Mr. Allen, in New York City and will gladly take charge of tracing these goods. The request to have dating advanced would not be refused in a case of this kind to a good customer. A modern business house appreciates the value of courtesy and is compelled to grant concessions or forced to do so through probability of having their competitors get the trade.

Another point is credit associations which have been organized in practically every line of business. These associations act as boards of arbitration and make rules covering questions of this kind.

Among other interesting and helpful discussions received are those from Mr. John F. Dicus, Griswold, Iowa; Mr. Abraham L. Schwartz, New York City; Mr. Sam J. Bradfield, Decatur, Ill.; Miss Mabel Good, Chicago, Ill.; Miss Amy D. Putnam, Arcola, N. J.; Mr. B. S. Barrett, Brooklyn, N. Y.; Mr. Ralph Newman, New York City; Mr. H. E. Kemp, St. Louis, Mo.; Miss Laura R. Hunter, Gainesville, Fla.; and Miss Virgie Etchison, North Bend, Nebr.

#### "Tailor's Geese" or "Tailor's Gooses"

45. What is the plural for "tailor's goose," and what is the origin of the word?

This question is discussed in a clever and interesting manner by Miss Nola Houdlette whose contribution we quote in full:

The propounder of Question 45 seems to be in much the same position as the young tailor's apprentice who broke the last "goose" in the shop. In order to prevent the recurrence of such a catastrophe, the tailor told him to order two. So the lad took his pen and paper and wrote as follows:

"Dear Sir:—Please send me two tailor's goose."

"Two goose" didn't sound right so he tore it up and began again.

"Dear Sir:—Please send me two tailor's geoses."

This seemed just as bad so he made another attempt.

"Dear Sir:—Please send me two tailor's geese."

This was undoubtedly better, but still it sounded rather unusual. Accordingly, being a lad of resource, he considered the matter for a moment and then wrote as follows:

"Dear Sir:—Please send me a tailor's goose. P. S. Please send another."

I think it must have become customary to get around the difficulty in some such way as this, for we seldom find the plural used. When there is no escape, however, "gooses" is undoubtedly the proper word to employ. All authorities agree on this point.

As to the origin of the term, it is said to come from the resemblance in shape between the iron and the fowl, particularly that of the forward end of the handle to the neck of a goose.



Mr. B. S. Barrett differs from the authorities mentioned above and his decision is:

The plural of "goose" is "geese," whether it is a "tailor's goose" or any other fellow's goose. This is an old question, and some persons think that because a tailor's goose is not a live creature, its plural would seem to indicate members of the feathered tribe. It is precisely the same as "chess men," "saw-horses," and "notaries' seals."

The following readers account for the origin of the word correctly and vote for the plural—"tailor's geese": Mr. Ralph Newman, New York City; Miss Laura R. Hunter, Gainesville, Fla., and Miss Mabel E. Good, Chicago.



### Announcements

For several months we have been holding a question of state civil service work, its scope and opportunities. We are still collecting data on this subject and hope to present in an early issue a discussion that will prove worth waiting for. What we want is extracts from the experience of people who have been in this line of work in different parts of the country. If you can help, won't you write us to-day?

Two questions of vital importance are being held over from this number. They are as follows:

41. I am a stenographer with a number of years of successful experience in law and insurance offices. I wish to become a court reporter and would like advice about what course to pursue. How shall I practice and what

shall I read? All suggestions will be gratefully received.

42. Will you please discuss this question in the next issue of the *Gregg Writer*? What educational qualifications are necessary for a position as teacher of shorthand and typewriting? I am a student using the Gregg system and began my study in September and would like to teach next fall.

These bring up two important phases of stenographic work—teaching and reporting. In both fields the opportunities are great and we want to present the arguments on both sides in as full and convincing a manner as possible. Again, won't you help us?



### Referred for Answer

51. Will you kindly have the readers of the *Gregg Writer* suggest a number of the best ways by which a stenographer who does not receive much dictation in actual work may keep the shorthand principles fresh in the memory? Please give some methods which can be employed without the assistance of a dictator, if possible.

52. Is there such a word in English as "thon," and if so, what does it mean? Give examples of its use.

53. Should a widow be addressed by her husband's name or should her own given name be used; as, Mrs. T. J. Martin, or Mrs. Sallie Martin; also, how should a widow sign her name?

54. Should a service be desired of another, which is the better method of acquainting the other person with your wishes, by personal interview, or by writing him a letter? Give instances in which each method would be preferable.



**T**HE honest, faithful struggler should always realize that failure is but an episode in a true man's life,—never the whole story. It is never easy to meet, and no philosophy can make it so, but the steadfast courage to master conditions, instead of complaining of them, will help him on his way; it will ever enable him to get the best out of what he has.—*William George Jordan.*



# The Reporter and His Work

News and Suggestions of Interest and Value to the Shorthand Reporter. Conducted by Fred H. Gurtler, 1018 Cuy Hall Square Bldg., Chicago, to whom all communications relating to this department should be addressed.

## From Novice to Adept—VI

### The Ever Human Tendency to Slight the Foundation

**F**REQUENTLY the things best for us to do are the very things we most dislike to do. If a great many of us were so situated that our living and plenty of money to travel and educate ourselves were provided, we would not strive so zealously to acquire, to achieve, to progress. But most of us not being so fortunately situated are forced to make progress up stream, as it were, and are required to exercise a certain amount of will power and good judgment in meeting many of the difficult problems in business, if we would achieve, succeed, progress.

This seems particularly true of shorthand writing. The underlying principles of the system are the things with which we should be most familiar and which should receive the largest portion of our attention in the development of writing skill. But the ever human tendency to slight the foundation and rush to the goal—speed and efficiency—leads many of us miserably astray. Our over anxiety to be speedy and efficient overbalances our better judgment and causes us to neglect the necessary preparation.

#### Where Will Power Comes In

Now, realizing, as you must, the true situation, why not be good to yourself and indulge in a little retrospective and introspective analysis to find out just where, when and how you should lay your foundation of success, and then having determined, resolve by sheer force of will to do that which you know to be best for your own interests and the development of writing skill? Seems easy, so easy, doesn't it? It is comparatively easy to find out one's troubles, but the great test of one's sincerity comes in applying the remedy.

It requires the use of will power to practice on supposedly familiar wordsigns and principle exercises, and yet the hardest thing, as Goethe says, is getting started. Then there appears a fondness, an interest, in things heretofore repugnant. A love for one's work is born. So then getting yourself started on the unpleasant things is what you need most. Is it not so? Instead of every outline being a mere matter of "practice," try to see in it the opportunity to accomplish a real definite purpose. If you would become an expert you must pay a price—you must love your work. Ever hear of anyone succeeding who did not love his work and do things that to outsiders seemed awfully dull and futile? Soulless or lifeless work has neither commercial nor artistic value.

#### Get a Fresh Viewpoint

Bear these thoughts in mind during your exemplary hour of practice, including the period when you are practicing on wordsigns and familiar phrases, exercises on style and reading of artistic and practical notes, as well as the speed phase of your work. When your interest seems to be dying, get a fresh viewpoint toward your preparatory work. Make a friend of it, as you would of a book, and presently you will have discovered a new interest and understanding of what was formerly mere drudgery. If you could only do that you would be a long way toward achieving your goal. As you study the "rules" just reflect on them and see how nicely they fill a need in your own career. Think how easy it is for you simply to learn these principles as compared with the work of the author who invented them. The master mind has provided a way of writing all



## Jury Charge Phrases—I

|    |                                                 |     |                                         |
|----|-------------------------------------------------|-----|-----------------------------------------|
| 7  | The Court instructs the jury                    | 7   | Is the plaintiff                        |
| 2  | The Court instructs the jury that               | ✓   | It is the duty                          |
| 2  | The Court instructs the jury that the           | ✓   | It is your duty                         |
| 20 | The Court instructs the jury that that          | ✓   | The instructions of the Court           |
| 2  | The Court instructs the jury that the plaintiff | ✓   | Law of the case                         |
| 2  | The Court instructs the jury that the defendant | ✓   | Which must govern                       |
| 2  | The Court instructs you                         | ✓   | Gentlemen of the jury                   |
| 20 | The Court instructs you that                    | ✓   | In this case                            |
| 20 | The Court instructs you that the                | ✓   | That at the time                        |
| 2  | The Court further instructs the jury that       | 2   | Injury in question                      |
| 20 | The jury are instructed that                    | 22  | Was in the exercise                     |
| 20 | The jury are instructed that the plaintiff      | 200 | Of all due care and caution             |
| 20 | The jury are instructed that the defendant      | 20  | Care and caution                        |
| 2  | The jury are further instructed                 | 2   | For his own safety                      |
| 20 | The jury are further instructed that the        | 2   | For his own safety and protection       |
| 20 | The jury are further instructed that they are   | 20  | In law                                  |
| 20 | You are instructed                              | 20  | This means                              |
| 20 | You are instructed that                         | 20  | That at the time in question            |
| 20 | You are instructed that the plaintiff           | 22  | He was in the exercise                  |
| 20 | You are instructed that the defendant           | 200 | He was in the exercise of ordinary care |
| 2  | The Court instructs the jury the plaintiff      | 20  | Of such care                            |
| 2  | The Court instructs the jury the defendant      | 20  | Under like circumstances                |



the words in the language, gracefully, artistically, accurately. Your task is a very simple one. Do you think the author of your system started at the apex of success to invent his method of abbreviated writing and worked backward to the crude beginnings of a system? As if one could shingle a roof before the foundation walls and first floors have been built! Well, people who seem so feverishly anxious to get up speed, do just that—start with “speed” before they have anything to build speed on, and they end with failure. What an unjust course of things it would be if one could win success that way! Successful reporting is yours for a price. As in all things, a thing is worth about what it costs.

You are one of a great class conducted by this department. If anything we say helps you to more thoroughly appreciate the value of an absolute knowledge of the principles in writing and reading shorthand, then we shall have been, by giving you correct and well-founded information, of real service.

Take a simple illustration. If you didn't know anything about arithmetic and considered it of relative unimportance, but were very desirous of becoming an expert in algebraical and geometrical calculations, could you be anything but a failure? No matter how many hours you spent on the formulae or how well you committed your rules, if you didn't know the arithmetical portion of algebraical propositions, you would get nowhere. That is absolutely true of shorthand, comparing the arithmetic in algebra to the principles in shorthand. You must know your theory first, know it thoroughly, fully, completely.

#### Hesitation the Enemy of Speed

You perceive that the idea of all this talk is to help you to the realization that nearly all your troubles may be traced to an insufficient knowledge of the elementary principles. Also to impress upon you that hesitation, the child of half-knowledge, is one of the greatest obstacles in speed building. Just watch yourself write from dictation on new matter, and observe how much you could save if you could do away with hesitation. Candidly, it is worth your while to conquer hesitation.

#### Jury Charge Phrases

**T**HIS month we are starting a series of phrases pertaining to the jury phase of court work, phrases usually known as jury charge phrases. The charge to the jury, or instructions of the court, occurs at the close of all the evidence and after the arguments to the jury by counsel. In some courts these instructions are oral and in others they are written. In courts where it is stated the instructions are oral they are often read from manuscript and the only authoritative report is the transcript of the stenographers. In the Chicago courts the stenographers are expected to take both oral and written instructions, as sometimes the written instructions are lost. Because of the importance of the work and the difficulty of taking matter read from manuscript, a few phrases for oft-recurring expressions will aid a great deal in resting the hand and mind and provide better and clearer outlines for unfamiliar phrases outside of routine.

#### Official Appointments

**R**ECENTLY we have heard from the following writers whose names are to be added to the list of Gregg reporters:

Miss Elizabeth Mayo, Official Reporter in the County Court of Pike County, Illinois, Pittsfield, Ill.

Mr. Harry A. McCracken, Official Court Reporter for the Sixth Judicial District of Wyoming, Casper and Douglas, Wyo.

Mr. George O. Miller, Official Court Reporter for Marengo County, and General Shorthand Reporter, Linden, Ala.

Miss Cora Morehead, Official Court Reporter for the First Judicial Circuit of Kentucky (Graves, Fulton, Hickman, Carlisle and Ballard Counties), Mayfield, Ky.

Mr. Claude Swegle, Official Court Reporter for the Superior Court of Whitman County, Colfax, Wash.

Miss Sena Thompson, Assistant Court Reporter, Eighth Judicial District, Minot, N. Dak.

Mr. Swegle's appointment was made following an examination June 10, four months and ten days after he took his first shorthand lesson.



## Keys to Last Month's Shorthand Plates

### Trust in Yourself

A soldier once took a message to Napoleon in such great haste that the horse he rode dropped dead before he delivered the paper. Napoleon dictated his answer and, handing it to the messenger, ordered him to mount his own horse and deliver it with all possible speed.

The messenger looked at the magnificent animal with its superb trappings and said, "Nay general, but this is too gorgeous, too magnificent for a common soldier."

Napoleon said, "Nothing is too good or too magnificent for a French soldier."

One reason why the human race as a whole has not measured up to its possibilities, to its promise, one reason why we see everywhere splendid ability doing the work of mediocrity, is that people do not think half enough of themselves. We do not realize our divinity; that we are a part of the great causation principle of the universe. The world is full of people like that poor French soldier who think that what others have is too good for them, that it does not fit their humble condition; that they are not expected to have as good things as those who are "more favored." They do not realize how they weaken themselves by this mental attitude of self-depreciation or self-effacement. They do not claim enough, expect enough or demand enough of themselves.

The persistent thought that you are not as good as others, that you are a weak, ineffective being will lower your whole standard of life and paralyze your ability.

A man who is self-reliant, positive, optimistic and undertakes his work with the assurance of success magnetizes conditions. He draws to himself the literal fulfillment of the promise, "For unto everyone that hath shall be given and he shall have abundance."

You will never become a giant if you only make a pygmy's claim for yourself; if you only expect a pygmy's part. There is no law which can cause a pygmy's thinking to produce a giant. The statue follows the model, the model is the inward vision.

We are very apt to think of men who have been unusually successful in any line as greatly favored by fortune; and we try to account for it in all sorts of ways but the right one. The fact is that their success represents their expectations of themselves—the sum of their creative, positive, habitual thinking. It is their mental attitude outpictured and made tangible in their environment. They have wrought—created what they have and what they are out of their constructive thought and their unquenchable faith in themselves.

Most people have been educated to think that it was not intended they should have the best there is in the world; that the good and the beautiful things of life were not designed for them, but were reserved for those especially

favored by fortune. They have grown up under this conviction of their inferiority and of course they will be inferior until they claim superiority as their birthright. A vast number of men and women who are really capable of doing great things do small things, live mediocre lives because they do not expect or demand enough of themselves. They do not know how to call out their best.

Perhaps there is no other one thing which keeps so many people back as their low estimate of themselves. They are more handicapped by their limiting thought, by their foolish convictions of inefficiency than by almost anything else, for there is no power in the universe that can help a man do a thing when he thinks he cannot do it. Self-faith must lead the way. You cannot go beyond the limits you set for yourself.

The men who have done the great things in the world have been profound believers in themselves.

If I could give the young people of America but one word of advice it would be this: "Believe in yourself with all your might." That is, believe that your destiny is inside of you, that there is a power within you which, if awakened, aroused, developed and matched with honest effort, will not only make a noble man or woman of you, but will also make you successful and happy.

There is something in the atmosphere of the man who has a large and true estimate of himself, who believes that he is going to win out; something in his very appearance that wins half the battle before the blow is struck. Things get out of the way of the vigorous, affirmative man which are always tripping the negative man.

When a man ceases to believe in himself—gives up the fight—you cannot do much for him until he comprehends that he is bigger than any fate; that he has within himself a power mightier than any force outside of him.

If we were to analyze the marvelous successes of many of our self-made men, we should find that when they first started out in active life they held the confident, vigorous, persistent thought of and belief in their ability to accomplish what they had undertaken. Their mental attitude was set so stubbornly toward their goal that the doubts and fears which dog and hinder and frighten the man who holds a low estimate of himself, who asks, demands and expects but little of or for himself, got out of their path and the world made way for them.

"According to your faith be it unto you." Our faith is a very good measure of what we get out of life. The man of weak faith gets little; the man of mighty faith gets much.

The very intensity of your confidence in your ability to do the things you attempt is definitely related to the degree of your achievement.—*Orison Swett Marden.*



## Miscellaneous Correspondence

Mr. Frank R. Sharp,  
Michigan Central Railroad,  
Detroit, Mich.

Dear Sir:

Some time ago Mr. H. R. Brown, president of our company, was in your office and you very kindly offered to place at his disposal such blue prints as would prove useful to us in following the standards adhered to by the signal engineering fraternity. At that time you gave Mr. Brown a volume of blue prints containing your standards and we have had frequent occasion to thank you for your courtesy in permitting us to use this volume.

We are, however, in need of further help along these lines and beg to make further use of your kind offer. In this case we should like to obtain some information regarding the dimensions of the Saxby and Farmer interlocking machines. If you can furnish us any blue prints that have any bearing on these machines, we shall very much appreciate them.

Again thanking you for past favors, we are  
Very respectfully,

Chapman Mercantile Company,  
Manchester, N. H.

Gentlemen:

Replying to your favor of the 4th inst., we are pleased to enclose herewith samples of various forms of loose leaf ledgers and also combination monthly statement and journal leaves. These are used in conjunction with the Jones Improved Loose Leaf Binder system, descriptive matter of which we are also enclosing.

We are sure you will find the Jones binder absolutely satisfactory. Ledger leaves you can secure in any quantity you wish, as we carry them in stock at all times. The price for less

than five hundred leaves is \$1.25 per hundred; over five hundred, \$1.00 per hundred.

We can furnish you one thousand of the combination monthly statement and journal leaves—that is to say, one thousand of each—with both original and duplicate ruling and printed for \$9.00. The method of using this statement and journal sheet is to insert the carbon between the original and double and make your entry item after item, continuing on to the close of the month. At the close of the month's business, your totals only need be carried on to the ledger, the duplicate carbon paper showing exactly every detail of the month's business. We think this method will appeal to you as being peculiarly adapted to your business.

The size of these leaves is usually 9¼ by 12 inches, same size as the ledger leaves enclosed.

Price for a binder for these leaves is \$9.50; one index for same \$1.50; one transfer binder, canvas and Russia—corners \$4.15. We have also a cheaper transfer binder at \$3.50.

The journal leaves when complete should be filed in the transfer in the same alphabetical order as they are carried in the current binder. For this purpose you will require an extra index at \$1.50. We do not know whether you would have room enough in one binder for both your journal and ledger leaves. Sometimes this is feasible by carrying them with two sets of indexes, but as a general thing a separate binder for each is by far the better plan.

We shall be pleased to hear further from you in regard to this matter and shall appreciate your order.

Thanking you for your inquiry, we remain

Yours truly,

P. S. Of course you understand that these binders can be made in any size desired, with leaves to fit them.

## Why Fret?

**A**RE the trains too slow for you? Caesar, with all his court, never "exceeded" the speed limit.

Are your wages too small? In Europe people are content with making a living.

Are the lights too dim? David wrote his psalms by the light of a smoky torch.

Are you ugly? Cleopatra, though homely, bewitched two emperors.

Are you cold? The soldiers of Valley Forge walked barefoot on the ice and snow.

Are you hungry? The children of India

are starving for want of a crust of bread.

Are you tired? Why fret about it? Jacob was tired when he dreamed of the angels of Heaven.

Are you sick? Suppose you had lived two thousand years ago, when sickness was fatal.

Are you poor? The Saviour of Men was not wealthy.

Cheer up! Praise God that you live in the midst of His blessings!

Why fret?

—Chelsea Sherlock in *The American*.















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VOL. XV No. 12

AUGUST 1913



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# The Gregg Writer

Vol. XV

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## Rambling Thoughts for the Shorthand Student

By Paul G. Duncan, Gem City Business College, Quincy, Ill.

**A**FTER deciding upon the system of shorthand you wish to learn, it is up to you, not your teacher, to learn it. You will do well to follow your instructor's advice and form habits that will make the work easier both in the school-room and in the office. Your teacher is like an Alpine guide: he helps only by pointing the route, you must do your own climbing.

From the beginning, acquire the habit of being accurate. This is often neglected by the student of shorthand and typewriting. The old maxim, "Make Haste Slowly," has been quoted until it has become stale, but the best advice bears repetition to the shorthand student, especially the beginner. "Make Haste Slowly" does not mean that you should discard all thought of speed, but it means that you should get the correct outline first and then work for speed. It's like going slowly with the foundation of your house because it must carry a pretty big load. Accuracy and thoroughness are the stones of your foundation. Lay your theory and practice foundation well and upon it you can then build a surprising speed.

Be sure you have an easy position at the desk. You can make the writing of shorthand difficult by taking a cramped position. Hold the pen between the thumb and the first finger. This is the natural way. Holding the pen between the first and second fingers is followed by some writers as an aid to shading. As your sys-

tem prohibits shaded strokes, this awkward position of holding the pen cannot be recommended. Some habits easily acquired while practicing longhand, and some habits which will creep in your shorthand practice unawares, must be guarded against. Many longhand writers take considerable pride in lifting the pen and twirling the hand around several times in order to get the "swing." This is a wasteful habit for the shorthand student.

The fastest writers in longhand have discarded the habit, so you see why shorthand writers should not form the habit.

Aim to go from one character directly to the other without the aerial motion. Do you use pen or pencil? Pen, of course. I believe the pen (preferably the fountain pen) gives the best results. Do not grip it so tightly that an easy style cannot be acquired.

Some students form the harmful habit of writing words in longhand when taking dicta-

tion. This is, indeed, a habit you should overcome. If you do not have the habit, never form it. When you hear a difficult word, write the outline in shorthand. You can at least start the word, and in time you will be able to write faster and more legibly than you ever could in half shorthand and half longhand. Do not mix longhand with your shorthand. Keep your pen on the paper as much as possible. Some students spend more time lifting the pen than in writing. When the page in your notebook

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is filled, how much time do you lose turning the next? Different methods of turning pages are employed. Whichever one you use, see that you waste no time in going from one to the other. Time is the soul of stenography. Save it whenever you can.

Can you spell? Is spelling one of the ghosts that haunt you? It is better to have it haunt you now than to have it haunt you later because you made an error in your employer's letter. Up in Michigan a case of a contested will was thrown out of court because of a misspelled word. Your typewriter can not spell for you. The business man pays you to spell correctly. He does not have time to teach you spelling; you must learn it yourself. Thomas Jefferson once wrote a girl that it was a mark of polite breeding to know how to spell. There is certainly disgrace in being a poor speller. If you cannot spell, better learn it. You can learn to spell when you make up your mind you will. Pronounce your words correctly, study their definitions, and use them in sentences. When you learn a word, learn it so you will never forget it. So many students spell words correctly one day, and the very next day they misspell them. There is no excuse for this.

How about your English? Do you have a good vocabulary? If not, you should burn some midnight oil to get one. A good vocabulary makes the writing of speedy, readable shorthand easier. Get all out of your school you can before leaving; for there will be enough to learn afterwards. It is said, "Experience is the best teacher," but in many instances it is rather slow. Use every chance in school to increase your knowledge of English. Do not wait for the unpleasant lesson of experience. If you are weak in English, give special attention to that study. How can you use words correctly when you do not understand them? Study words and their uses, be master of the common words of the English language, and you will find shorthand easier to write.

Bear in mind that while you are skillfully training your hand, you must also train your mind. The brain and the hand must work together. There was a time when anyone who could spell and punctuate

properly could obtain and fill a position as amanuensis. Times have changed during the last few years. The standard is higher than it was ten years, yes, even five years ago. A stenographer to be successful now must, to say the least, be a grammarian, a letter writer, a good speller, and have a good vocabulary. A knowledge of other branches will help along, too. Now is the time to think of these things, and if you will work a little harder, you will have smoother sailing in your first position.

Are you in school to play or to work—or both? If you talk to other students during school hours, you waste time for them and also for yourself. Learn to respect the rights of others.

Upon your answers to these questions depends your success.

Do you like shorthand? If you do not, how do you expect to be successful?

Do you review? Someone has correctly said that the three R's of shorthand are Regularity, Repetition, Review.

Are you punctual in attendance and do you have your work written up when the teacher asks for it?

Do you depend upon your teacher and classmates to do things which you should do yourself? Upon whom will you depend in the office?

Are you really doing your very best to-day?

Do you treat your teachers and fellow-students with politeness? Reveal your good breeding by showing them the respect to which their positions entitle them. The way you behave reflects either good or ill upon your parents and your home. Be sure you behave accordingly. Politeness and good breeding are necessary to insure you a welcome in business affairs.

Is your voice loud and boisterous in the schoolroom?

Do you show by the manner in which you take up your work each day that you had enough sleep the night before, or do you leave the impression that you are in the "down and out" club? Get some ginger into your work. Be ambitious, be earnest. Make the school proud of you. Be enthusiastic over your work. Put heart and soul into it.

Are you neat not only in your work but in your person? Do you realize that the



habits you form in the schoolroom will go with you to the office? Sometimes students neglect personal cleanliness. When you approach a man for a position, your personal appearance speaks louder than your tongue. See then that you are well dressed and of genteel manners in the schoolroom. Neatness in dress leaves a good impression. Clean hands, carefully manicured nails, clean teeth, neatly arranged hair, polished shoes, snowy linen, well-pressed and brushed clothing, are some of the aids in securing an attractive personal appearance that all can afford.

In closing, allow me to quote from Bob Burdette. "Remember, my son, you have to work. Whether you handle a pick or a pen, a wheelbarrow or a set of books, dig ditches or edit a paper, ring an auction bell or write funny things, you must work. If you look around, you will see the men who are the most able to live the rest of their days without work are the men who

work the hardest. Don't be afraid of killing yourself with overwork. It is beyond your power to do that on the sunny side of thirty. They die sometimes, but it is because they quit work at 6 p. m. and don't get home till 2 a. m. It is the interval that kills, my son. The work gives you an appetite for meals; it lends solidity to your slumbers; it gives you a perfect and grateful appreciation of a holiday. There are young men who do not work, but the world is not proud of them. It does not know their names even; it simply speaks of them as "So-and-So's boys." Nobody likes them; the great, busy world doesn't know that they are there. So find out what you want to be and do, and take off your coat and make a dust in the world. The busier you are the less harm you will be apt to get into, the sweeter will be your sleep, the brighter and happier your holidays and the better satisfied the world will be with you."



## The Speed Contest

To Be Held at the Convention of the National Reporters' Association

**T**HE contest will be held at the opening of the morning session, Wednesday, August 20.

Entries will be received at any time before the contest begins, but it will greatly aid the Committee in its work to have applications several days in advance. Contestants are requested also to notify the Committee if they want machines on which to transcribe, and whether or not they desire operators.

There will be short preliminary readings to "warm up" contestants and to familiarize them with the voices and enunciation of the dictators.

All test readings will be for five minutes. The first and second will be at the rate of 150 and 175 words a minute, respectively, and are for the benefit of those trying for speed certificates.

The tests for the championship Trophy will be at the rate of 200, 240, and 280 words a minute. These, of course, may be taken by candidates for certificates.

The matter for the 150, 175, and 200 speeds will be selections from sermons, lectures, speeches, editorials, or other literary matter. The 240 test will be a judge's charge, and the 280 will be testimony in which the Q's and A's will be read and counted.

No change has been made in the rules this year except that choice of position at tables is to be decided by lot.

A copy of the rules may be had upon application to the secretary of the Committee.

J. E. FULLER, *Secretary,*  
*Speed Contest Committee.*

Goldey College, Wilmington, Del.

**E**VERY individual unit humanity contains should find exactly that field of labor which may most contribute to its development, happiness and health.—*Olive Schreiner.*



## Contests Will End Speed Exaggeration

**T**HE subject of "speed" is always of interest to the stenographer. And to gain speed is a laudable undertaking, if sight is not lost of that other necessary attribute of good shorthand work—*accuracy*. *Harper's Weekly* recently gave the following interesting account of the "speed" of speakers in Congress:

Whether it be due to the speed mania of the age or to something else, according to the dean of the reportorial corps of the national house of representatives, members of the lower house of congress have increased the average speed at which they talk approximately 25 per cent. This does not mean that the maximum speed limit has been increased, but fully fifty men in the house now talk at a high rate of speed where one reached the maximum a few years ago. Four or five years ago there were only two or three members who talked so rapidly that the stenographers had to utilize their best efforts to keep up with them. Former Congressman Charles Littlefield, of Maine, had the reputation of being the fastest and steadiest talker in the house four years ago. His average for four hours on one occasion was 196 words a minute, a rate that would make even some of the professional reporters scatter ink for yards around. Until Mr. Littlefield entered congress the record was held by Henry U. Johnson, of Indiana. This man talked so fast that it was necessary to use a double check for accuracy—that is, two stenographers taking him at the same time. It is said that there was much rejoicing among the stenographers when Mr. Johnson failed of re-election. But in the present congress there are several men who talk almost as fast as did Mr. Johnson, of Indiana. Notable among them are Mr. Martin, of South Dakota and Mr. Murray, of Massachusetts. There are others who exceed Mr. Littlefield's best. The relief comes to the reporters, however, in the slow drawl of the southern representatives, some of whom speak as slowly as eighty words a minute.

The best stenographer the house corps ever has known was the late Andrew Devine. How fast Devine could actually write shorthand no one ever knew. That he could maintain a speed of 300 words a minute is beyond question, and perhaps he was the only man ever heard of who could fall behind a speaker a couple of

hundred words and then catch up without the least difficulty.—*Harper's Weekly*.

Manifestly some of the speed records are inaccurate, as for example the reported speed of the speech of Mr. Littlefield—196 words a minute for four hours! It is not physically possible for any human being to maintain such a speed for that length of time. An explanation of the discrepancy may be found in the fact that speeches made in Congress are quite frequently "edited" by the speakers, and it is conceivable that in this way much would be added to a speech, thereby vastly increasing the total number of words. The results of the shorthand contests of the National Shorthand Reporters' Association in the last few years give a pretty accurate idea of the actual speed of shorthand writers. In those contests no one has yet reached a net speed of even 200 words a minute on straight matter in a five-minute take. These shorthand contests have done a good work in correcting the wrong impression as to the speed of shorthand. We used to hear of speeds of 250, 300, and even 422 words a minute in shorthand, and the writer who could not write 200 words a minute was a mere amateur. The highest speed made in the International contests for the Miner Medal on straight matter (speech) up to the time that Mr. Gurtler, a Gregg writer, won the Medal permanently with a speed of 172 words a minute, was only 153 words a minute. There is no question that in the actual work of reporting a reporter may have a minute or so writing at a very high rate of speed, but such a rate is never maintained for the simple reason that no one can speak at 250 or 300 words a minute for more than a very brief period. If you doubt this, try reading from a lecture or speech at those speeds for five minutes and see how you come out.

**I** AM thankful for small mercies. I compared notes with one of my friends who expects everything of the universe, and is disappointed when anything is less than the best, and I found that I began at the other extreme, expecting nothing, and am always full of thanks for moderate goods.—*Emerson*.



## The Ideals of the American People—I

[Speech of Dr. Walter H. Page at the Banquet of the American Society, London, July 4, 1913.]

The American people are a people of ideals. They are a people who have built a great nation on the basis of high principles. They are a people who have shown the world that it is possible to live in peace and harmony. They are a people who have shown the world that it is possible to have a government that is truly of the people, by the people, and for the people. They are a people who have shown the world that it is possible to have a society that is just and equitable. They are a people who have shown the world that it is possible to have a future that is bright and hopeful.

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# Idea Exchange

Co-operation is one of the greatest words in the language. By helping others, you help yourself. If you have discovered a time- or effort-saving way of doing your work, "pass it on" for the benefit of others. Those whose suggestions are printed will be entitled to a twelve-months' extension of their subscription.



## A New Method of Erasing

**I**N making a number of carbon copies, it is often desired to erase the original without blurring the copies. The practice of putting a piece of paper behind each carbon sheet works all right, but takes a great deal of time and does not protect the carbons, often leaving a worn place which will not print. If a small piece of cardboard is inserted in front of the first carbon, the original sheet may be erased, the cardboard removed, and the correct letter or word punched heavy, which will generally show up on the carbons without erasing them.—*E. A. Casper, Dallas, Texas.*

## Renewing Carbon Sheets

When a number of very clear carbon copies are desired, it would be rather expensive to discard the carbon sheets after using several times. By drawing a soft cloth or brush lightly across the surface of each sheet the surface is renewed and the carbon sheets can be used nearly twice as long. I have found this simple treatment to give satisfactory results.—*Leon F. Miller, Pittsburgh, Pa.*

## To Decrease the Size of One's Notes

Each month I copy the shorthand plates in the *Writer* on paper the same size as the sheets in the magazine. I use a sheet of paper about five by seven inches and now have no difficulty in getting the notes on paper of this size. I think this habit has materially decreased the size of my notes, and would advise stenographers who have like trouble to use the same method.

I also use the material in the magazine for dictation exercises. The articles are all up-to-date and contain the news of the

shorthand world. They are more interesting than solid matter and do not lack vocabulary-building material.—*Miss Hallie Wegel, Fond du Lac, Wis.*

## Reviewing Shorthand

"Repetition is the mother of success." We have repeatedly been reminded of thoroughly reviewing the "Manual," time and again, to ground ourselves well in the principles. It is rather tedious, unless we go about it systematically. Why not procure Gregg's *Words Exercise Book* and start another review, jotting all shorthand notes in this book? Results are more visible and the interest is aroused.—*Brother John L. Voelker, Dayton, Ohio.*

## A New Use for Wax Cylinders

To my fellow typists who use the phonograph system of transcribing, I wish to say that when a wax cylinder breaks, do not throw it away but keep the pieces and use them to polish your desk or wax your floors. It is best to pound the pieces into fine dust and rub it on the surface to be polished. I have found this to be very satisfactory, as it keeps the desk in good shape and is very economical as the records will occasionally break accidentally, and are thus brought into use.—*Abram M. Kulp, Hatfield, Pa.*

## For the Law Stenographer

In my work in a law office I have hit upon a helpful device which I hope may benefit others. In preparing their cases for trial, my employers often dictate certain citations (sometimes several consecutively and sometimes one at a time). I am often asked if I have a certain citation, and must look over my notes to discover it if possible. It may be a month after the first



citations are dictated before they are to be transcribed. This matter of going through shorthand notes which have been taken during a period of three or four weeks to find and compare the scattered references proved a great annoyance to me on at least one occasion. Since that time I have tried the following plan and find it very useful: I take a fresh notebook when I start a new set of citations and thus keep those notes in compact, consecutive form, separate from all other notes. After these notes have been transcribed, the balance of the notebook may be used for other dictation.—*Ellen Johnston, Cedar Rapids, Iowa.*

#### A Paper Cutter

I find that a beveled-edge ruler, kept on top of the desk, or at some other place within easy reach, can be used to good advantage in tearing paper, etc.—*J. E. Sater, Stillwater, Okla.*

#### Other Effects of Heat on Carbon

I noticed in the "Idea Exchange" for November the statement that keeping carbons near the heat makes the edges curl up. But more than this: Keeping carbons near heat brings the carbon out to the surface of the paper, shortens the life of the sheet, and gives it a decided tendency to "smut" the carbon copy.

A very convincing proof of this is to take a sheet of carbon paper that has been used and pass a lighted match under it. The effect is surprising.—*Charles F. Kiefer, Sharon, Pa.*

#### Another Copyholder

For a copyholder, I use a music rack, as this holds my notes steadier than anything resting upon or fastened to the desk. It also saves the eyes by allowing one to sit erect.

Recently I have arranged this to bring the copy directly in front of me, over the keyboard, thus reducing the distance from the notes to the platen by about half. It further helps the eyes by shutting off from the field of vision the dancing, flying fingers, and results in greater concentration and accuracy.—*S. P. Wilkes, Columbia, Mo.*

#### Oral Transcripts

A good drill for pupils who have trouble with transcripts, after they have

the shorthand learned and the required work in typewriting completed, is this: Instead of the usual "reading back" process, pupils are required to name every letter, punctuation mark and paragraph, the teacher or an advanced pupil correcting all errors.

This exercise repeated two or three times never fails to stimulate the slower pupils. Many of our best students say this drill is a great help in getting started on transcripts.—*Leo J. Kent, Vinton, Iowa.*

#### Stamping Carbon Copies and Addressing Envelopes

In my work it is often necessary to apply an appropriate rubber hand stamp to carbon copies of letters and telegrams, for filing purposes, etc. I find it a great help to stamp up a large number of blank sheets during spare moments, thus saving the time and labor of stamping each piece of work as it is finished, besides insuring against forgetting to do it at all. The position of the stamp on the sheet can also be made more uniform than when each sheet is stamped, generally hurriedly, as it is taken from the machine.

I also address envelopes in spare moments to the parties to whom letters are most frequently sent, keeping them in alphabetical order in a handy drawer, and find it a great convenience when one is rushed to have them ready to slip over the letter.—*Roy R. Snyder, New Berlin, Ohio.*

#### An Indexing Suggestion

After trying various ways of indexing notebooks, I have finally adopted this definite and simple method: Write the abbreviation of January on a small slip of paper and paste it on the upper left hand corner of the first January page, extending it out about a half inch. Then write the figure "1" on another slip and paste it on the right hand side of the same page. When the fifteenth of the month comes, paste another slip of paper marked "15" directly underneath, on the proper page, so that the figure "5" will appear outside the first number "1." In the month of February proceed as before, placing the "month slip" below the preceding one, with the numbers on the opposite side to correspond with those above. When writing back through the notebook the same method may



be applied, turning the indexes upward. This is especially useful in a small office, where it is not necessary to have the index contain the date of each and every letter written.—*Helen V. Hughes, Brighton, Mass.*

#### Gaining Speed on the Typewriter

Almost every typist has a few unoccupied minutes each day, and I thought it would be a good plan to devote this time in an effort to gain speed on the typewriter. I soon discovered that I could not make very rapid progress in this way as the practice was not regular. So I made it a rule to go to work at least one hour before starting time each morning for the sole purpose of practicing typewriting. I now find that I am gaining more and more in speed every day.—*James Capello, Flint, Mich.*

#### Systematic Study for Students

I cut the "Charts of the Alphabet" plates out of the *Gregg Writer*, and also the plates containing outlines for U. S. cities of more than 25,000 population, and pasted them in the back of my Speed Practice.

By studying the chart for a few minutes each day, I keep my memory refreshed on the principles of the system and also have the correct forms of the cities for instant reference. As I am still a student, this plan is a great help and time-saver in preparing my lessons.—*Woodburn H. Lear, York, Pa.*

#### For Convenience in Filing

When pinning two or more papers together, pin them in the usual way; that is, stick the pin through from the front to the back, then through to the front again. Now stick the point through the first sheet only so that it comes between the two papers.

If you will follow this suggestion, you will find that your fingers will be pricked a great deal less when filing papers.—*Raymond M. Offt, Passaic, N. J.*

#### A Device for Use in Manifold Work

In manifold work, when correcting errors, I use a piece of oil board (such as is used in press-copying), about 1½ inches wide and 8 inches long; turn up the paper

several spaces, and place this piece of oil board immediately back of the first sheet on top of the carbon paper, bend sheet back and erase, repeating the operation until all copies are corrected. It will be found that erasing in this manner will not blur any of the copies, gives a smooth and solid surface to erase on, eliminates the necessity of keeping a number of small bits of paper to be placed back of carbon sheets, and after a little practice, saves considerable time. The device when made according to above dimensions, may be used as a guide for copy work. It can be made of pasteboard or any kind of material that is about as stiff as a souvenir post card.

When correcting carbon copies I use a lead pencil eraser, as it makes cleaner work, there is less liability of rubbing a hole in the paper, and the ink eraser does not become covered with carbon, which in turn will cause a blur on the original when making an erasure.—*R. D. Rugg, Pittsburgh, Pa.*

#### Filling A Fountain Pen

Often when we fill a fountain pen we get too much ink into it and hence when the pen is screwed together ink oozes out at the joint and the rib. Instead of using a blotter for cleaning off this ink, just touch the globules of ink, which have collected on the outside of the pen, to the edge of the ink bottle and the ink which otherwise would likely have made a mess, will readily flow back into the bottle.—*Thomas C. Ritchie, University, Va.*

#### A Suggestion for Those who use a Fountain Pen

I like a fountain pen better than anything else for writing shorthand, but when I first began to use it I found that the weight of the barrel soon caused my fingers to become tired and cramped. In order to avoid this, I now take a small elastic band and slip it around the pen and my forefinger, pushing it well up to the base of the finger. This supports the weight of the pen, and if it is just the right size, does not in any way constrain the motion. Also, if there is a brief pause in the dictation, the finger muscles can be entirely relaxed and the pen will still be in position and ready for use on an instant's notice.—*Nola Houdlette, Lewiston, Me.*



## The Shorthand Renaissance in Great Britain

Some Items of News From Mr. Gregg

A GREAT deal of interest has been manifested in my trip to England for the purpose of establishing Gregg Shorthand on a firm basis in the United Kingdom. Letters have come to me from writers and teachers of the system in England, Scotland, Ireland, and Wales, as well as from the United States and Canada. All of the letters contain words of encouragement and some of them simply bubble over with enthusiasm at the announcement of the opening of the new campaign.

Some of the letters, I am glad to say, contain valuable suggestions and expressions of a desire to be of assistance. Among the letters, too, there are applications for positions as teachers, and inquiries about openings for schools—most of these applications coming from English men and English women who have learned the system in the United States or Canada and who have, therefore, an implicit belief in its destiny.

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In the rush of things, it has not yet been possible for me to answer all the letters I have received, and I therefore take this means of expressing my appreciation of the interest taken in the campaign and for the many helpful suggestions that have been made.

\* \* \*

Some of my correspondents impressed upon me the extreme conservatism of the English people and the prejudice that existed towards anything new. (As if I did not know!) But the truth is that I had *over-estimated* these obstacles. I had forgotten that a new generation had grown up since I published the system, or, at least, did not realize how fully the new generation had caught the progressive spirit of the age. I found everywhere a desire to learn, a desire to be up-to-date, a spirit of impartial investigation, that was entirely lacking some years ago.

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In some of the large cities I had the opportunity of meeting many prominent teachers of shorthand, and I was surprised at the interest, independence, and cordial-

ity they displayed. They were all emphatic in declaring that they were free from prejudice and willing to investigate any system that seemed to merit investigation. This, of course, may not seem surprising to anyone who is not familiar with the almost fanatic loyalty to the old system which existed twenty years ago.

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This gratifying change is not due entirely to the general spirit of progress abroad in the world and its influence on all mankind. In the old days there was an intense feeling of personal loyalty to Sir Isaac Pitman as the author of phonography. During his lifetime, Sir Isaac Pitman labored so indefatigably and so unselfishly for the advancement of phonography, the spelling reform, and other movements, that he had a most loyal and devoted following. The sad circumstances immediately preceding the death of Sir Isaac Pitman are not generally known in America (although they are narrated in a very restrained way by Benn Pitman in his "Life and Labors of Isaac Pitman"), but the teachers of England are familiar with them. Nearly all prominent teachers alluded to the controversy between Sir Isaac Pitman and his sons which preceded his death with expressions of deep sympathy for the venerated author.

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Perhaps this was the beginning of the feeling of antagonism that seems to have grown up between the teachers of the Pitman system and "The Firm"—the expression usually used in speaking of Sir Isaac Pitman and Sons.

Whatever the cause—and I heard at least a hundred good reasons given—the attitude of the teachers of shorthand generally may be summed up in the words of one of the most prominent and successful schoolmen in England as he said goodbye:

"I have taught Pitman shorthand and fought for Pitman shorthand for many years, and I don't suppose that I could now find the time or inclination to study a new system. I love the system, but because of the treatment we teachers have received from the firm, I am heartily glad



to hear of your plans and you have my very best wishes for success. If you meet with even partial success, it will be of benefit to all the teachers of shorthand in this country because it will make the firm realize that they have not a monopoly, and cannot continue treating the teachers as they have done in the past."

\* \* \*

But another cause has operated in favor of a more impartial consideration of the system, a cause which had never occurred to me but which I ought to have foreseen. Many prominent teachers read the American shorthand magazines and are, therefore, familiar with the wonderful progress of Gregg Shorthand. Some of them, too, told me that they had received letters from former students who had gone to the United States, Canada, Australia and New Zealand, telling them about the system and sending them our literature and books. I can truthfully say that, in all my interviews with teachers, I was treated with the utmost cordiality and good will, and came away highly elated with the prospects.

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The Anniversary Convention in Liverpool marked the beginning of the campaign. As a report of the meeting appeared in a recent issue of the magazine it is not necessary to go into detail about the meeting, other than to say that there was the utmost enthusiasm—the enthusiasm that is based on actual knowledge. It was helpful in many ways, but particularly in enabling me to get in touch with so many intelligent and ambitious young people who are likely to become prominent in the shorthand world in the near future.

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One problem I had to solve was, whether to locate the headquarters in London or in Liverpool. After a careful study of the situation I decided that for the present the headquarters should be in Liverpool, the city where the system was first published and where it has been taught for many years. In Liverpool there was a foundation on which to build, and I believe that more progress can be made in the big cities of the provinces through working from Liverpool than from London. The great cities of Manchester, Leeds, Brad-

ford, Sheffield, are all within easy reach of Liverpool.

In this respect there is a resemblance to the campaign in America, for I am firmly convinced that if I had started in New York instead of Chicago, the system would not have made anything like the progress it has made. It is always difficult to secure the attention of the public in a very large metropolis. In addition to these reasons, there were others which it would not be well to divulge at present. Suffice it to say, that London will not be neglected.

\* \* \*

After adapting the books to the needs of the English market in spelling, phraseology, and makeup, and arranging for the printing of them, I leased a splendid space for school and publishing offices at 21 Harrington Street—in the very heart of Liverpool—and had them fitted up in a style worthy of the headquarters. That loyal and faithful supporter of the system, Mr. Joseph Jakeman, Jr., was engaged as manager, with Mr. E. W. Crockett (the winner of the Junior Shorthand Championship last year) as assistant; and Mr. John A. Morris (who changed to Gregg Shorthand some years ago after writing Pitman shorthand for twenty years, and who has since brilliantly championed the system in the public press) was engaged as editor of the literature and publications. Mr. Guilbert Pitman (the nephew of Sir Isaac Pitman, and for twenty years his manager) will continue to act as representative in London. An advertising campaign was mapped out, and other steps taken to insure a vigorous propaganda in the course of the next year.

\* \* \*

It is a great encouragement to me to hear the frank expressions of the managers of the typewriter offices, and even of many teachers of shorthand, about the need of a simpler system, and especially a system that could be read more accurately. One very prominent teacher of world-wide reputation said to me: "I have heard the Pitman system spoken of as a veritable Gibraltar. I believe it would be truer to say that it is a Vesuvius belching smoke at the top, but hollow inside." He added: "Of course, I do not know whether or not you have a better system, but if you do



have, and you are able to place it before the public in the right way, it would not take many years for it to become the leading system. Very few young students can do creditable work with the Pitman system. You have only to look at the reports of the various examinations by the Society of Arts and other bodies to prove this."

\* \* \*

It was a strenuous "vacation," but I came away feeling better satisfied than

I expected to be with the work accomplished, and the prospects for the spread of the system in the United Kingdom. There is plenty of work to be done, but the teachers are in a receptive mood and are earnestly desirous of securing the best results. Our readers know that if it depends upon *results* it is only a question of a very short time before Gregg Shorthand will be the leading system in Great Britain, as it now is in the United States.



### How to Get at the Bottom of Things

(The key to this plate will be given next month.)

"The first thing I noticed when I stepped  
 out of the train was the cold air. It was  
 a sharp contrast to the warm room I had  
 just left. I shivered slightly and pulled  
 my coat tighter around me. The station  
 was busy, with people hurrying about  
 and the sound of wheels on tracks. I  
 looked up at the clock and saw that it  
 was already ten o'clock. I had time  
 for only a few minutes before I had to  
 go. I walked quickly to the platform  
 and waited for the train. The train  
 came, and I stepped on. I found my  
 seat and looked out the window. The  
 landscape was beautiful, with rolling  
 hills and a few scattered houses. I  
 felt a sense of peace and tranquility.  
 The train continued on its way, and I  
 enjoyed the ride. I was glad to be  
 away from the city and its noise.  
 The train stopped at a small station, and  
 I got out. I walked to the platform  
 and waited for the train. The train  
 came, and I stepped on. I found my  
 seat and looked out the window. The  
 landscape was beautiful, with rolling  
 hills and a few scattered houses. I  
 felt a sense of peace and tranquility.  
 The train continued on its way, and I  
 enjoyed the ride. I was glad to be  
 away from the city and its noise."





## Little Talks to the Beginning Stenographer—III

By Rupert P. SoRelle

### Sticking to the Ideal

**I**N school your teachers constantly encouraged you to make your shorthand notes as well as possible. The notes in the text-book and in the magazine were held up as the ideals. It was working under that kind of influence that gave you a good style of writing to start with in business—notes that could be read to-day, to-morrow, or any time. There should be no lessening of vigilance on your part to keep to the high ideals created in the school. There are always in nearly every office one or two stenographers who have a reputation for getting their work out quickly, accurately, and neatly. They are always in demand for the *best* work. They are the ones called when the president wishes to dictate. And they are invariably those who write the best shorthand and utilize their spare moments in improving and perfecting their styles of writing. They continue to stick to the ideal.

A great many beginners going to their first positions find the work "easy." The dictation is not rapid; the words used by the dictator are simple; and the whole requirements of the position are elementary. In such a position nine out of ten beginners will relax and take things easy. The quality of their shorthand notes will fall off, because the matter is so simple that even the slightest indication of the words is sufficient to bring them to mind. They soon master the vocabulary of that position and grow careless in the execution of the outlines. If you are in a position of that kind, the question to ask yourself about your work is not "Is it satisfactory to my employer," but "Is it satisfactory to *me*—does it satisfy *my ideal*?" Upon the

answer you can make to that question will depend whether you are going ahead or slipping back.

### Searching Out the Weak Spots

In nearly every manufacturing business the finished product goes through the hands of trained inspectors who search out the defects, big and little. Everything that does not come up to an established standard is thrown aside and sold as "seconds." Are you a "second?" There are "seconds" in the stenographic ranks—and some of them are very much seconds. Of course, there is a market for some of them—but like all "seconds" they are sold at a very low price. Some of them do not find a market at all, but may be found in the employment bureaus waiting for the positions that do not materialize.

In the first-class business house there are no seconds. The stenographer either makes good or he does not. There is no midway ground. You can save yourself the humility of being classed as a second by searching out the weak spots in your technical equipment and concentrating your efforts on eliminating them before you offer your services to the business man. And the beauty of this kind of self-inspection is that nobody knows your weak spots better than you do yourself. There are exceptions, of course, but if you are in doubt you might turn to the files of the transcripts you made in school and read some of the comments of your teacher.

### Practice Work

How many times have you thought of your work in school—"Why this is only 'practice work'"—and so you have neglected to do it as well as you might had it



## Words Used in the Railway Business—I

(Below are given the shorthand forms for the "Technical Words" given in last month's Learners' Department.)

|                                                                                     |                |                                                                                     |                     |                                                                                     |                  |
|-------------------------------------------------------------------------------------|----------------|-------------------------------------------------------------------------------------|---------------------|-------------------------------------------------------------------------------------|------------------|
|    | accommodation  |    | channel             |    | draw-bar         |
|    | acetylene      |    | clearances          |    | Edison           |
|    | air brake      |    | coach               |    | elliptic springs |
|    | angle bars     |    | collision           |    | embargo          |
|    | arc light      |    | commodities         |    | en route         |
|    | auditor        |    | commutation tickets |    | express          |
|    | baggage        |    | commuter            |    | fast freight     |
|    | Baldwin        |    | compartment         |    | ferro-manganese  |
|    | berth          |    | competition         |    | flagman          |
|    | billets        |    | compressor          |    | flat car         |
|    | bill of lading |    | concrete            |    | flyer            |
|    | block-signal   |    | conductor           |    | foreman          |
|  | boudoir        |  | consignee           |  | forgings         |
|  | box car        |  | consignment         |  | fusee            |
|  | brake beam     |  | construction        |  | gang             |
|  | brakeman       |  | Corliss             |  | gas-tank         |
|  | broad-gauge    |  | coupler             |  | girder           |
|  | buffet         |  | demurrage           |  | gondola car      |
|  | caboose        |  | derailment          |  | grading          |
|  | cane fabric    |  | dining-car          |  | hydraulic        |
|  | casings        |  | disbursements       |  | "I" beams        |
|  | casualties     |  | double-track        |  | icing            |



## Words Used in the Railway Business—II

(Below are given the shorthand forms for the "Technical Words" given in last month's Learners' Department.)

|                                                                                    |                                |                                                                                     |                 |                                                                                     |                  |
|------------------------------------------------------------------------------------|--------------------------------|-------------------------------------------------------------------------------------|-----------------|-------------------------------------------------------------------------------------|------------------|
|     | insulated                      |    | overcharge      |    | siphon tanks     |
|     | interchange                    |    | perishable      |    | slid-flat wheels |
|    | Interstate Commerce Commission |    | Pintsch gas     |    | snow-plow        |
|     | interurban                     |    | piston          |    | solicitor        |
|     | jackscrew                      |    | pivoted         |    | standard gauge   |
|     | Jessop                         |    | preferred stock |    | standardization  |
|     | jib crane                      |    | pressure gauge  |    | stateroom        |
|     | junction                       |    | Pullman         |    | stay-bolt        |
|     | knuckles                       |    | rebuilds        |    | steel            |
|     | lap-welded                     |    | receivers       |    | storage          |
|     | limited                        |    | refrigerator    |    | structural       |
|    | locomotive                     |    | re-tired wheels |    | superheater      |
|     | lubricant                      |    | right of way    |    | superintendent   |
|   | machine shop                   |  | riveting        |  | tariff           |
|  | maintenance of way             |  | roadbed         |  | telegraph        |
|  | Merchants Despatch             |  | rolling stock   |  | terminal         |
|   | mileage                        |  | round-house     |  | terminus         |
|   | motive-power                   |  | scalper         |  | tie-plate        |
|   | motor                          |  | schedule        |  | ties             |
|   | negotiable                     |  | seamless        |  | Titanium rails   |
|  | official classification        |  | semaphore       |  | tonnage          |
|   | officials                      |  | siding          |  | torpedo          |



not been practice work. Doing things well is a habit. It affects everything we do. The same is true of not doing them well. "That's good enough" has kept many a stenographer from going to the top. "Everything we do is merely practice work for something greater, and we grow in capacity in the proportion that we throw our best efforts into whatever we undertake." There is no such thing as practice work for the ambitious—to them all work is real.

#### The "Silent Teacher"

This is the last number of Volume XV of the magazine—and for hundreds of the unwise it will unfortunately be the *last* number, because, having put their oars into the stream of business, the need for it does not appear to be so great and they will neglect to arrange for it to continue coming to their addresses.

The magazine is the great "silent

teacher," always at your command, always ready to give a helping hand in solving the problems that are sure to be encountered. It spreads out before you the experience of thousands of others who have trod the path that you are now following. When you get into your first position you stand alone. You either rise or fall upon your own merit. The teacher who guided you so faithfully and conscientiously in the school is no longer at your side to point the way. It is then that you especially need the inspiration and assistance of the magazine that is devoted to you and to your work. To progress you must keep on learning. The magazine will help you in your quest for more knowledge and greater skill—will help you to realize your ambition to acquire a greater power of service. Wouldn't it be good business judgment to take that "silent teacher" with you into the office?



## A Technical Vocabulary

### Words Used in Real Estate—Insurance

(The shorthand forms for these words will be given next month.)

|               |                |                 |                |
|---------------|----------------|-----------------|----------------|
| abstract      | curbstone      | grantor         | longevity      |
| abbuters      | default        | ground          | mantel         |
| actuarial     | delinquent     | guarantee       | matured        |
| adjuster      | depreciate     | hereditaments   | mortality      |
| adjustment    | detached       | highway         | mortgagee      |
| allotment     | device         | hydrant         | mortgagor      |
| annuity       | drainage       | improvement     | mutual         |
| appurtenances | ejectment      | incontestible   | nominal        |
| architect     | encumbrance    | indemnity       | non-resident   |
| assessment    | endowment      | indenture       | notary         |
| assured       | enhance        | interior        | occupancy      |
| beneficiary   | encroach       | installment     | orchard        |
| bonafide      | estate         | irrigated       | ordinance      |
| bondsman      | expiring       | itemize         | ordinary life  |
| building      | exposure       | joint tenancy   | paid-up policy |
| cancellation  | exterior       | lapse           | parcel         |
| casualty      | fee simple     | landlord        | participating  |
| chattels      | fireproof      | lavatory        | partition      |
| collateral    | first mortgage | lease           | partnership    |
| concrete      | foreclose      | leasehold       | payable        |
| conservator   | forfeiture     | lessee          | personalty     |
| contingent    | foundation     | lessor          | perpetuity     |
| convertible   | frontage       | lien            | picturesque    |
| conveyance    | gilt-edged     | liquidate       | plat           |
| cumulative    | grantee        | limited payment | possession     |



## A Technical Vocabulary—(Continued)

(The shorthand forms for these words will be given next month.)

|                 |                |              |                |
|-----------------|----------------|--------------|----------------|
| premises        | residuary      | surrender    | transaction    |
| premium         | reversionary   | survey       | trespass       |
| priority        | riparian       | successors   | trust deed     |
| probate         | semi-factory   | syndicate    | trustee        |
| purchaser       | sewer          | taxes        | twenty-payment |
| quitclaim deed  | site           | tenant       | two-family     |
| quarter-section | situated       | tenure       | vacant         |
| real estate     | solicitor      | testator     | vendee         |
| realty          | specifications | terrace      | vendor         |
| receivership    | subdivision    | timber claim | waiver         |
| re-insurance    | subtenant      | tontine      | whole-life     |
| renewal         | suburban       | tornado      | warranty       |
| reserve fund    | surplus        |              |                |



## An Announcement From the N. C. T. F.

**T**HE following resolution was passed by the National Commercial Teachers' Federation at Spokane, July 18, 1912.

WHEREAS, the Panama-Pacific Universal Exposition will be held in San Francisco in 1915 to celebrate the completion of the Panama Canal, and

WHEREAS, a series of Congresses will be held in connection with the Exposition to mark the world's progress along educational and industrial lines, while elaborate exhibits will show development along all lines, and

WHEREAS, Believing it to be for the best interests of the National Commercial Teachers' Federation to meet in San Francisco in 1915, it is resolved

First: That the officers and members pledge the Association to meet in San Francisco in 1915.

Second: That the President be authorized to appoint an international committee to arrange for an International Congress on Commercial subjects, such Congress to be held in San Francisco in connection with the Panama-Pacific Exposition in 1915.

Conventions, congresses, and learned societies will call their 1915 meetings at San Francisco and it is to be hoped that the Teachers' Federation will have a ses-

sion here at that time that will be of tremendous interest and value to commercial education throughout the world. Our Federation cannot afford to take anything but an important position in, and have its program a prominent feature of, the Exposition. We sincerely hope that from this time on each individual association in the Federation will begin to prepare a program that will be big enough and broad enough to prove of vital interest to all business men and women throughout the world. Some of us are here on the ground watching the efforts of the Directors of the World's Congresses and Conventions and we know that they are ready to co-operate with all educational bodies desiring to meet in 1915 at San Francisco in connection with the Panama-Pacific International Exposition.

Personally, we should be very glad to give detailed information in regard to procedure. We also are at liberty to refer the officers of the several associations to Mr. Jas. A. Barr, Manager, Bureau of Conventions and Societies, Panama-Pacific International Exposition, San Francisco, California.

Respectfully submitted,

FRANCES EFFINGER-RAYMOND.

*Vice-President National Commercial Teachers' Federation.*



## What Will Be Expected of You

A Practical Talk to the Stenographer Just Starting Out, by James B. Miller,  
of the Mahin Advertising Company, Chicago

**A** KNOWLEDGE of Gregg Shorthand is a tremendous aid in achieving the coveted goal of success in the business world to-day. It is the equal of a college training, and oftentimes, worth more.

When you have packed up your school books, made sure that you will receive the *Gregg Writer* regularly (a vitally important point) and have secured your card of introduction to your prospective employer, you will be taking your first real step toward success in business—a perfect mastery of Gregg Shorthand will make this first step decidedly easier and surer.

What plays an important part in securing a position is your personal appearance. At all times look neat, but never dress for show.

### Taking the "Test"

If you are at all nervous you will shy at the so-called "tests" given by a few firms. This consists of a short letter or article dictated by the employer or head stenographer. You are escorted to some out-of-the-way place and given a machine that no one else in the office could or would use, and you endeavor to execute with rapidity the transcription of your recent pen and ink work.

You may not be able to demonstrate your real worth in a test of this kind, but turn in your completed work as soon as you can and with as few errors as possible. A "test" is often given merely to determine your knowledge of shorthand and to see how you take hold of a typewriter.

### Ready for Work

You have passed the "test" satisfactorily, and are told to report for work the next morning. Show up at the office each morning as early as you do the first—it helps a lot toward getting an increase in salary.

Before you start to take dictation, familiarize yourself with the machine you are to use. If it is one that you have never operated before, learn it. The keyboards on

the standard typewriters vary so slightly that it is not at all difficult to switch from one to the other.

Always do the best work you can with the materials you have—this is all that you will be expected to do.

Make it a point to clean your typewriter, sharpen your pencils, or fill your pen, and date your notebook the first thing every morning. You will then be ready for work at a moment's notice.

One thing that will make a hit with your "boss" more than anything else is to keep his desk looking neat.

In many offices you will be expected to open the mail. When you do this, see that important matters are brought to the immediate attention of your employer, and also be sure that all correspondence referred to is attached to the different letters. This saves a lot of your employer's time, as well as your own, when the dictation begins.

### Learn Established Routine

Have the other stenographers in the office explain to you the established methods. Learn the names of the heads of the different departments, if it is a large office. Understand the filing system thoroughly—you may want to get important correspondence quickly some time, and this knowledge will be of help to you. Also learn how office memoranda are handled—some offices have regular forms, while others merely use white paper. Use personal stationery for personal letters. Also find out how to send a telegram, how to mark it so that it can be charged to the proper person or department. Eliminate all unnecessary words from telegrams—every word costs money. If you find it necessary to make a change in a telegram after it has left the office, or recall it, you can do so by telephoning the telegraph office—telegrams do not always go out immediately.

Until you get accustomed to the regular office routine you will not be expected to

JAMES B. MILLER



know how to do everything—and this is a mighty fine time to ask questions.

### Small Notes

When taking dictation, make your notes as neat as you can. Keep them small, as large notes are hard to read and take more time to write. Unless you are sure of the correct spelling of difficult proper names, write them in longhand. Try, though, to write all the proper names you can in shorthand, as you will find it much quicker.

Between each letter leave two or three blank lines. This enables you to refer to a certain letter easily, and it also helps you considerably in arranging your letters artistically.

Until you know how many carbons to make of each letter, have your employer tell you when he starts each letter, and make a note of the number.

Be prepared to take dictation any time and any place. If you enter the office and the "boss" starts dictating, *get it down*, even if you have to write on the wall.

Hit the keys of your typewriter firmly. This makes a neater appearing letter, and the carbons show up plainer. Use the carbon paper only as long as it makes good copies, but do not throw sheets away until they are worn out, as they are expensive. As soon as the typewriter ribbon becomes faint, turn it. When it runs weak again, get a new one.

### Attention to Details

See that every letter that has been answered has a carbon of the reply attached to it. Keep together all the correspondence on the same subject. In pinning the sheets together, have the point of the pin sticking in between the sheets. This prevents a person hurting his hands on the sharp point. Have two neat piles of correspondence—one that you have finished the letters for, and the other correspondence on which you have letters to write.

Every letter should have a properly addressed envelope. To save postage and stationery, however, where there are two or more letters going to one address, use but one envelope.

Always read your letters carefully before turning them over to be signed to see that they make sense, that they contain no

misspelled words, and that all enclosures are attached.

If your office has a mailing department, get all mail in as much before closing time as possible; if not, make sure that every letter has a stamped and addressed envelope.

### Always Keep Busy

When you have finished your morning's dictation, don't sit down and do nothing. Find something to do—even if you have to make a copy of the dictionary which you should have with you. When you are out of work, ask for more to do. Don't sit at your desk and stall—there's always something useful you can do.

As you work into the system of the office, try to do as much detail work for your employer as you can. If a letter says "We are sending you under separate cover a photograph," it is up to you to see that the photograph goes. It is the attention you give to little details that make heavier responsibilities easier for you.

Answer as many letters yourself as your knowledge of your employer's work will permit. This is a splendid way to get an insight into the business, and incidentally, it helps you in your other work.

Never consider a request to do extra work an imposition. Those who are not afraid of work make the biggest success. Do just a little more than you are paid to do, otherwise your employer loses money. Show a willingness to "take" an extra letter or two, to work past the noon hour, to stay after working hours when necessary, and your promotion will be rapid. If you are thoroughly interested in your work you won't mind the extra demand on your time.

Try to arrange your lunch hour so that there will always be someone in the office to receive calls and answer the telephone.

The opportunities you will have as a result of your intimate association with your employer should be taken advantage of. Learn every detail about the business. Be on the lookout for your employer's interests, and then he will take care of yours.

And finally a good "don't" to keep in mind is, "Don't lose your Gregg Manual."



Have you something to do to-morrow?  
Do it to-day.

—Ben Franklin.



## Mr. Raymond P. Kelley Joins Reporting Company

**O**UR readers will be interested to hear that Mr. Raymond P. Kelley has made another change. He is now with the Court Reporting Company of Spokane as a member of the firm.

On many occasions we have urged Mr. Kelley to turn his attention to reporting, for which field he was well equipped by his skill as a writer, and we are therefore especially pleased to hear of this move on his part. We predict that he will achieve distinction in the reporting field.

The Court Reporting Company, formerly composed of Messrs. A. E. Kane, J. W. Greb, A. W. Deavitt, G. H. Macdougall, and W. L. Bourland, handles the bulk of the stenographic reporting work of Spokane and the Inland Empire. Up to the present time the court reporting business in that section of the country has been, like that of Chicago, on a competitive basis, the lawyers employing reporters at their

pleasure. On June 12, however, a new law creating official positions for reporters became effective. Under this new law the mem-

bers of the Court Reporting Company have received the principal appointments for Spokane County.

Mr. Kelley informs us that it is the intention of the Court Reporting Company to establish a school under his direction for teaching shorthand, typewriting, bookkeeping, etc., in connection with their reporting business. The school is to be known as the Spokane Expert School of Business and will give special attention to the training of reporters, teachers, and private secretaries. The well-known and successful teacher, Mrs. Marcella Lang, form-

erly of Joplin, Missouri, and Pittsburg, Kansas, has been secured as principal of the shorthand and typewriting departments.

The many friends of Mr. Kelley will join us in wishing him success in his new sphere of work.

RAYMOND P. KELLEY



**D**EAR READER! This is the last number of Volume XV. Don't allow it to be *your* last copy of the magazine. Your need for the *Gregg Writer* is greater than ever. Let it continue to come to your address. It is the great "silent teacher" always at your command, always ready to give a helping hand and to solve the problems that are sure to be encountered. It spreads out before you the experience of thousands of others who have trod the path that you are now following. It is a matter of business judgment to take this "silent teacher" with you into your work. Renew now. Don't miss the September number.



# THE "Order of Gregg Artists"

is a clan composed of artistic writers of the system, which has for its object the development of artistry in writing. This department is the official spokesman of the clan. Conducted by Alice L. Rinne, O. G. A., 32 S. Wabash Avenue, Chicago, to whom all communications relating to this department should be addressed.



**HOW TO BECOME A MEMBER OF THE O. G. A.:** Make two copies of the article "O. G. A. Test" in your very best shorthand. Send one copy to the editor of this department, the other retain for comparison with the shorthand "plate" which will appear in the October issue. If your copy possesses the necessary artistic qualities, you will be awarded an "O. G. A." certificate, and your name will appear in the published list of members. An examination fee of twenty-five cents must accompany your test. A test is good only until the 15th of the month following date of publication.

The O. G. A. is a select company of artists, and membership is granted only to those whose notes show unquestionable artistic merit. It is worth your while to try for membership. You may not succeed the first time you try, because the standard is very high. But you will not know until you do try.

The emblem of the clan is a triangle enclosing the characters O. G. A. The left side of the triangle stands for "theory," the right side for "accuracy" and the base for "beauty"—the three qualities that go to make up artistic writing.

## A Summary of Our Year's Work

**W**ITH the September number we begin our "New Year." It is the time to "take stock" of ourselves just as we do when we pass one of Father Time's milestones. That we "open new books" in September rather than in January should make no difference. Let us do it none the less conscientiously, none the less interestedly, for we are no longer beginners. When we mailed you your certificates we made it a point to remind you of the meaning of your membership in the Order, we asked you not to forget us and our work, we suggested that you keep in touch with our progress, and most of you have shown your appreciation of our efforts in your behalf by doing so. You have responded—and liberally—to our calls upon you, and you have very gener-

ously and consistently shown that you "think inductively as well as deductively." Most of you have put your best into the work without thinking a great deal about—or at least not too much—"what good will it do me" and we appreciate your attitude. We are not speaking plurally, not to *every* one, but to *each* one, of you. Every member is to feel that this little chat is *spoken* to him, that he is sitting across the table listening to our talk, that he is expected to respond just as readily as though we were a personal friend, and that we shall experience a keen feeling of disappointment if you fail us. Take the matter to heart, understand that we simply can't get along without you, that we shall need you in our work for the coming year, and listen to what we say! It comes from our heart—and ours is a big one!

There is on our records a list now of about thirteen hundred and fifty members. That list indicates the degree of success we have attained in the past year—since the organization of our Clan. And it is no slight degree, we are inclined to believe. In the September (1912) number we explained the Order; that was all, and in a year's time we have succeeded, by dint of that meagre description of our idea, in interesting over thirteen hundred writers of Gregg Shorthand, and in working up a clan which is now known all over the world. Each one of you is deserving of his portion of pride in that achievement, and we want you to feel it, to take advantage of the inspiration it affords to bigger and better things. And with this idea in mind we ask each of you to write us about what you have done since your enrollment in the Order, how you have raised the standard of your shorthand writing, of the benefits derived from the inspiration of that first test, what changes have come to you since you left school, and so on. Anything and







Artists. There is on our desk a very comprehensive outline of next year's work, and we want you in on it. But you shall hear of it later. This is just the "witch's warning"!

### A New Idea

One of our members has taken advantage of our request for suggestions. It comes in the form of a very beautiful design of an O. G. A. ring in which she is interested. Miss Alice M. Cox of Chicago, is to be given credit for working up this idea—and



(THE RING DESIGN)

it has our hearty endorsement. The ring is reproduced here, although, of course, we cannot possibly show it as effectively as the picture appears to us. The ring is to be solid gold, the background of black enamel, with the letters, O. G. A., raised in gold. In fact, the design of the emblem itself is the same as our pin—the difference lies in the metals. Altogether we are of the opinion that some of you will be interested in it even though the price of it will enforce certain sacrifices on your part. Of course the larger the order the lower the rate. We have various quotations on our desk but at this time it is impossible to give you any special price. What we want to find out is, Are you interested! The rate quoted on the design given herewith is \$13.50 on an order for five of the rings. We have succeeded in procuring an order for four. This has led us to believe that there may be others whom we can reach only through the magazine who will wish to order them. It is possible that we may be able to come down to a much lower figure. At any rate, all those who are interested will please write. Then we can get to work and secure better quotations. You will be informed of the lowest rate before the rings are ordered so you need not feel that you are placing yourself under any obligation by writing about it. We shall see that you are treated fairly and satisfaction will be guaranteed. Most of us will want the rings for our little fingers, we believe. Please write—and promptly—for we want to place the order early in September.

### The O. G. A. Test

Our selection is unusually interesting this month so give it due attention. It is rather long, but we believe it will be worth your while to write it up.

#### Webster's Political Suicide

(By Rev. Thomas B. Gregory, March 7, 1850)

It was sixty-three years ago to-day that Daniel Webster made the speech in the United States Senate which blasted his political hopes and sent him, broken-hearted, to the grave.

Mr. Clay, the "Great Compromiser," was in the midst of his last great struggle to save the Union, and on the 5th of February the grand old man introduced his plan in the Senate and followed it with one of his most eloquent speeches, a speech that was full of the kindness and love of country that always characterized the great Kentuckian's efforts.

Almost immediately thereafter appeals began pouring in upon Webster to unbosom himself upon the all-important theme. "You can save us, Mr. Webster; and you alone. In the name of God and our distressed country, make a speech." Such, in substance, was the animus of the flood of letters that rolled in upon the Senator from Massachusetts.

On the 7th of March the "Great Expounder" arose in his place in the Senate to make his much-called-for speech. Expectation was on tiptoe. The silence was like that of the Day of Judgment. "What will he say? What will he say?" was the query that was felt by every one in the crowded chamber.

The speech was a great one because Webster made it, but it was full of disappointment to the North. No, disappointment is not the word. It is altogether too mild. The speech literally maddened all who were opposed to the institution of slavery. For did not Webster fail to say one word against slavery? And, worse than that, did he not actually advocate the constitutionality of slavery and of the Fugitive Slave law? Did he not tell the Northern Abolitionists that in attempting to interfere with slavery they were traitors to the Constitution and an enemy to the Union? Did he not tell them that, while he hated slavery, it was still his duty, as a lover of the Union, to abide by the solemn provisions of the supreme law of the land?

No speech ever delivered in the Senate of the United States produced such an effect on the country. The conservatives, North and South, were overjoyed, but the anti-slavery men were furious. Horace Mann exclaimed: "Webster is a fallen star." "Webster," said Charles Sumner, "has placed himself in the dark lists of apostates." Whittier named him "Ichabod," and mourned for him in verse as for one dead. Said Theodore Parker, "I know of no deed in American history done by a son of New England to which I can compare this but the act of Benedict Arnold." A member of the Bay State Legislature, speaking to his fellow members, referred to Webster as the recreant son of Massachusetts who misrepresented her in the



Senate. "Daniel Webster," said Henry Wilson, "will be a fortunate man if God, in his sparing mercy, shall preserve his life long enough for him to repent of this act."

In the midst of the maledictions that fell upon him Webster wrote to a friend: "I regret this much; but I hope I may be able to stand, though I stand alone. At any rate, I shall stand till I fall. I will not sit down."

Webster's supreme ambition was to be President of the United States, but the "Seventh of March Speech" made such ambition an idle dream. In the convention of 1852 he received but twenty-nine votes, as against one hundred and fifty-nine for Scott. He was indeed Ichabod—his glory had departed.

But in his very fall the great man was triumphant. He believed that it was his high and solemn duty to deliver that "Seventh of March Speech," and he obeyed the high behest quite regardless of consequences. No one knew more clearly than Webster himself that the speech would jeopardize his Presidential aspirations, but out of deference to his sense of right and duty he resolved to go ahead, let the results to himself be what they might.

The expounder of the Constitution became, at last, the defender of the Constitution—as he understood it—and with wonderful courage and self-abnegation he gave his countrymen to understand that it would be better for the Constitution to be preserved than it would be for Daniel Webster to be elected President of the United States.



### List of New Members

#### A

C. E. Ahlers, Cincinnati, Ohio.  
Ethel M. Allen, Trenton, N. J.  
Mildred Arenz, West Allis, Wis.  
Hazel Marion Averill, Laconia, N. H.

#### B

Isabelle Baglin, Springfield, Ill.  
Madame Clara Balaam, Bradford, Yorks, England.  
J. Balaam, Bradford, Yorks, England.  
Grace Beadell, Easton, Pa.  
Mrs. Burnis Benson, Peoria, Ill.  
Leona M. Blake, Exeter, N. H.  
Moody A. Bowman, Shawnee, Okla.  
Florence J. Brackin, Wilmington, Del.  
Bessie J. Brown, Cripple Creek, Colo.  
Joseph M. Burchill, Philadelphia, Pa.  
Freda Burwell, Phillipsburg, N. J.  
Blanch Buzan, Oklahoma City, Okla.

#### C

Eudora M. Church, Saratoga, Cal.  
W. E. Churchman, Easton, Pa.  
Sara Thomas Clements, Danville, Va.  
Esther M. Clifton, Bellingham, Wash.  
John B. Coghill, Toronto, Ont., Can.  
Ethel R. Colley, Philadelphia, Pa.  
Elmira Collins, Kansas City, Mo.  
George Cooper, Jr., Decatur, Ill.

Helen E. Cowles, Green Bay, Wis.  
Anna H. Cronauer, Wellsville, N. Y.  
Mary T. Cronauer, Wellsville, N. Y.  
Margaret Cross, New Bedford, Mass.  
Mary Cunningham, West Allis, Wis.  
Thos. Curley, Providence, R. I.  
Hypatia Cyphert, Tacoma, Wash.

#### D

Bessie Dial, Lancaster, Pa.  
Emma Dillon, Los Angeles, Cal.  
James J. Downey, Gloucester, Mass.  
Emily Drake, Easton, Pa.  
Emma Dudycha, Cedar Rapids, Iowa.

#### E

Annie Edmonds, New York City.  
Edward Emerson, Chester, Pa.

#### F

Effie E. Fay, Rochester, N. Y.  
Morris Feiman, Buffalo, N. Y.  
Vera M. O. Fleck, Lincoln, Nebr.  
J. A. Fogt, Pocatello, Idaho.  
J. E. Foust, Columbus, Ohio.  
Eugenia N. Frey, Buffalo, N. Y.  
Rose Frey, West Allis, Wis.

#### G

W. V. Gardner, New York City.  
Florence Gilbert, Rio, Wis.  
Eileen M. Glavin, Toronto, Ont., Can.  
L. A. Griffeth, Stillwater, Okla.  
Anna F. Goonan, Manchester, N. H.  
J. F. Griffin, Seattle, Wash.  
Lelia E. Griffin, Macomb, Ill.  
Amanda Gulbranson, Crookston, Minn.

#### H

Sophie Hanson, Crookston, Minn.  
Mabel Haring, Ferndale, Pa.  
Beulah B. Harpold, Massillon, Ohio.  
Bert W. Harris, Juniata, Nebr.  
Horace L. Hay, Easton, Pa.  
Goodsell F. Henke, Charles City, Iowa.  
E. L. Hensley, Huntington, W. Va.  
Ralph K. Hess, Lancaster, Pa.  
John W. Hewitt, Gettysburg, Pa.  
Mabel Holmgren, Cedar Rapids, Iowa.  
Elizabeth Horton, Middletown, N. Y.  
Beulah Hutchinson, Lincoln, Nebr.  
Gertrude Huntington, Birmingham, Ala.

#### J

Margaret Johnson, Knox, Ind.  
Mary Johnston, Joliet, Ill.

#### K

Margaret Keenan, Lincoln, Nebr.  
Gertrude A. Keller, Shrewsbury, Pa.  
Adelaide Kortrecht, Marietta, Ohio.  
Lennie L. Kunc, Oklahoma City, Okla.

#### L

Carl Lamey, Springfield, Ill.  
Isabelle T. Larson, Crookston, Minn.  
Bertha E. Laswell, Findlay, Ohio.



George Lipsmire, Springfield, Ill.  
James W. Long, Jr., Williamsport, Md.  
Mary Love, West Allis, Wis.

## M

Cordelia H. Macdonald, Minneapolis, Minn.  
Margaret G. MacFarlane, Plymouth, Pa.  
Joseph Maddock, Easton, Pa.  
Florence Corinne Major, Sioux City, Iowa.  
Agnes M. Mast, Easton, Pa.  
Julia M. McCarthy, Passaic, N. J.  
Luella Ilene McColm, Cherokee, Kans.  
M. G. McIntyre, Phenix, R. I.  
Mae McKenna, La Salle, Ill.  
Mrs. Effie C. McKiddy, Shawnee, Okla.  
Mary McKinnon, Bellingham, Wash.  
William McSweeney, Manchester, N. H.  
George Meng, Kansas City, Mo.  
James Miller, Jr., Phoenix, Ariz.  
Helen Moore, Oklahoma City, Okla.  
Harold Mulvihill, Conneaut, Ohio.  
W. C. Myers, Easton, Pa.

## N

Miss A. Neidhart, Bellingham, Wash.  
Naomi Nelson, Tacoma, Wash.  
A. W. Nielsen, Rockhampton, Queensland,  
Australia.  
H. T. Nossaman, Kingman, Kans.

## O

Isabel O'Connell, Manchester, N. H.  
Alice B. Olmstead, Boise, Idaho.

## P

Bertha Paternoster, Evansville, Ind.  
Merrill Pattullo, Toronto, Ont., Can.  
Gladys M. Paul, Gravette, Ark.  
O. L. Pealer, Van Wert, Ohio.  
Nina May Pederson, Lincoln, Nebr.  
Della B. Plum, Phillipsburg, N. J.

## R

Louis Ramien, Normal, Ill.  
Flora Ranck, Kansas City, Mo.  
Mildred Reeder, West Allis, Wis.  
Emma A. Rice, W. Somerville, Mass.  
Adeline E. Rinderneck, Morristown, S. Dak.  
Florence C. Rodman, New Bedford, Mass.  
Anne Ross, Carrollton, Ill.  
Florence J. Row, Queensland, Australia.  
A. E. Rowland, Milwaukee, Wis.

Maud Rowland, De Witt, Iowa.  
J. S. Russell, Elizabeth, Pa.

## S

Gladys V. Saigeon, Edmonton, Alta., Can.  
Ada J. Saltz, Crisfield, Md.  
Lucy A. Sanborn, Manchester, N. H.  
Karn Sathre, Crookston, Minn.  
William O. Schwan, West Allis, Wis.  
Charles E. Shafer, Oklahoma City, Okla.  
Fannie Shapiro, New York City.  
Paul C. Shaw, Thomas, W. Va.  
Ruth Shaw, Orangeville, Ont., Can.  
Bessie M. Sleeman, Colorado Springs, Colo.  
Alice G. Smith, N. Leominster, Mass.  
Charlotte Smith, Paterson, N. J.  
Dorothy Solomon, Easton, Pa.  
Jeannette Spohn, Van Wert, Ohio.  
Reid Stevenson, Canton, Ill.  
Fred S. Stewart, St. John, N. B., Can.  
Lela M. Stofflet, Easton, Pa.  
Enoch Sturgeon, Nogales, Ariz.  
Margaret F. Sullivan, Rutland, Vt.  
Edith Swallow, Piqua, Ohio.  
John T. Swan, Lincoln, Nebr.  
Victoria Szatkowska, Wallington, N. J.  
Elizabeth Swatzinger, Clifton, N. J.

## T

Viola Tasker, Plains, Pa.  
Ruby Tompkins, Los Angeles, Cal.

## U

Milvoy Unzeitig, Cedar Rapids, Iowa.

## V

P. Van Ostenbridge, Paterson, N. J.

## W

Frances Walker, Hutchinson, Kans.  
Helyn A. Walker, Providence, R. I.  
Lena E. Wall, Everett, Wash.  
Faris Whitesell, Hindsboro, Ill.  
Leon Wilkens, Topeka, Kans.  
Dorothy Will, Easton, Pa.  
Stan Williamson, Detroit, Mich.  
Robert F. Wilner, Philadelphia, Pa.  
J. Paul Wilson, Woodstown, Salem Co.,  
N. J.  
Stevenson Wright, Carterton, Nairarapa, N.  
Z.  
Willard H. Wright, Findlay, Ohio.  
Adolph Wundling, Delawanna, N. J.



**A** THOUSAND years a poor man watched  
Before the gate of Paradise;  
But while one little nap he snatched,  
It opened and shut. Ah! Was he wise?—*W. A. Alger.*









1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704. 705. 706. 707. 708. 709. 710. 711. 712. 713. 714. 715. 716. 717. 718. 719. 720. 721. 722. 723. 724. 725. 726. 727. 728. 729. 730. 731. 732. 733. 734. 735. 736. 737. 738. 739. 740. 741. 742. 743. 744. 745. 746. 747. 748. 749. 750. 751. 752. 753. 754. 755. 756. 757. 758. 759. 760. 761. 762. 763. 764. 765. 766. 767. 768. 769. 770. 771. 772. 773. 774. 775. 776. 777. 778. 779. 780. 781. 782. 783. 784. 785. 786. 787. 788. 789. 790. 791. 792. 793. 794. 795. 796. 797. 798. 799. 800. 801. 802. 803. 804. 805. 806. 807. 808. 809. 810. 811. 812. 813. 814. 815. 816. 817. 818. 819. 820. 821. 822. 823. 824. 825. 826. 827. 828. 829. 830. 831. 832. 833. 834. 835. 836. 837. 838. 839. 840.

Mr. Clarence Styer, Huron, S. Dak., was a close second. One missing word and



nine mistaken guesses counted against him. One deviation of his from the plate presented was particularly good—"I should be especially pleased to hear from foreign readers, and students of the various high schools and universities."

The contribution from Miss Helen Turner, Ward's Island, N. Y., came in third, with fifteen variations from the correct wording. Fourth place was secured by the artistic paper from Mr. Arthur N. Tripp, of Eugene, Oregon, and fifth accorded to Miss Daisy Pearl Dean, of Pittsfield, Ill. The blanks were cleverly supplied also by Miss Helen V. Hughes, Brighton, Mass., Miss Helen L. Waters, Salem, Mass., and Miss Emma A. Rice, W. Somerville, Mass. Miss Elizabeth E. Miller's address is Bay Port, Mich. She proved, however, that Michigan is, as has been said, a "Yankee" state after all.

Our members from Mississippi have been charged with negligence in their duties. Mr. Oscar Cooper, of the United States Naval Training Station, San Francisco, Cal., complains that he has written to four or five without receiving a reply. He is most anxious to get cards from there to complete his state collection. If you can help him, do so.

In connection with his request for exchange of cards with the photographers of our circle, Mr. Jakosky says that he will send each correspondent a scene taken at Deer Park, or at Starved Rock, which is now Illinois State Park.

Before concluding, just a word to you who have used Gregg Shorthand for French dictation, not necessarily members of this "clan," but to any reader who sees this notice and can offer assistance. Give Miss Lafontaine (you will find the address in the following list under "Languages") an idea of your methods of applying our system to the peculiar vowel sounds of the French tongue!

## The New Members

### Languages

Gloire Rose Dubord Lafontaine, 389 Rideau St., Ottawa, Ontario, Canada. (Is anxious to hear from those who have applied Gregg Shorthand to the French language.)

### Railway

Willis Cihak, care E. M. of W. office, Big Four Railway, Mattoon, Ill. (Prefers views.)

### Real Estate

Gertrude Huntington, care Tennessee Coal, Iron and R. R. Company, Land Department, Birmingham, Ala.

Edna E. Vogel, 1284 Clifford Ave., Rochester, N. Y.

### Students

Elsie Pavlik, 1415 Center St., Sioux City, Ia. (Scenic cards preferred.)

### General

Cesar P. Cassal, 13 Moghraby St., Cairo, Egypt. (Is collecting scenic cards and stamps.)

E. Maud Catto, The Webster Apartments, Tacoma, Wash.

Lola DeLonge, Box A, Kalamazoo, Mich.

S. E. Flaherty, U. S. S. Elcano, care United States Postal Agency, Shanghai, China. (Historic views preferred.)

W. A. Jakosky, 20th and LaHarpe Sts., LaSalle, Ill. (Would like to exchange cards with shorthand writers having Kodaks or other cameras.)

F. J. Lantry, 620 Gantenbein Ave., Portland, Oregon.

Flora Lubowitz, 14 S. A. Mutual Bldgs., Harrison and Commissioner Sts., Johannesburg, Transvaal, South Africa.

G. B. McDaniel, 114 15th St., Wheeling, W. Va.

Matthew Noonan, 16 Chesterfield St., Readville, Mass.



## The Business Career

**I** CAN confidently recommend to you the business career as one in which there is abundant room for the exercise of man's highest power, and of every good quality in human nature. I believe the career of the great merchant, or banker, or captain of industry to be favorable to the development of the powers of the mind, and to the ripening of the judgment upon a wide range of general subjects; to freedom from prejudice, and the keeping of an open mind. And I do know that permanent success is not obtainable except by fair and honorable dealing, by irreproachable habits and correct living, by the display of good sense and rare judgment in all the relations of human life, for credit and confidence fly from the business man, foolish in word and in deed, or irregular in habits, or even suspected of sharp practice.

—Andrew Carnegie.







# *The* GREGG WRITER

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## The Business Man and the Stenographer

**T**HIS editorial is for stenographers—especially those stenographers who have applied for positions and have failed either to secure a position or if they did secure it, were unable to fill it.

It is to emphasize, approve, endorse, in the strongest way the advice teachers have given so many times on the necessity of being fully prepared for an office position before attempting to get one.

Efficient, progressive commercial schools honestly desire and endeavor to train their students to do the work business men require of their stenographers, which includes the ability to write and read shorthand, operate the typewriter speedily, spell correctly, compose a good business letter, and be able to handle the common office appliances skilfully. Teachers are constantly striving to give their classes an adequate and practical training for business so that their graduates can do satisfactory work and command a full living wage.

Schools and their teachers generally appreciate the demands of the employer. Often the teachers have themselves been on the office payroll and know from actual experience the exacting conditions under

which stenographers must labor from the very start.

But the difficulty is that students want to leave, and do leave, school before their teachers can conscientiously recommend them for stenographic positions. They seem to entertain the wrong idea of what will be expected of them as payroll stenographers. Is it unreasonable to assume that the teachers are quite familiar with the qualifications that distinguish successful stenographers from the unsuccessful? Is there any good reason why students should not remain in school until qualified? If the school is to be held responsible for the young stenographer's success, why not give it a fair opportunity to shoulder the responsibility? When a student breaks off his course before its completion, goes to work and fails, little or big, the employer quickly tells the school that its product is incompetent, while the half-trained stenographer who would not listen to the advice of older heads probably never learns why he was dismissed and had to try elsewhere. He does, however, blame the school for his failure.

Has it ever occurred to you that every



business office must continue its work uninterrupted, and agreeably to its patrons, perform it accurately and quickly, and that it will not and cannot afford to lower its standard, to suspend or delay its routine because of the entrance of a new stenographer? Your employer has not the time nor the inclination to teach you filing and the subjects which you are expected to learn from a to z in school. It is because business men will not teach those who have deserted their commercial courses before they have become capable stenographers, that young people do themselves the greatest injustice, deprive themselves of opportunities for timely promotion, and bring upon themselves much pain and disappointment, by dropping out of school before the prescribed course has been completed to the satisfaction of the teachers. It is a grave mistake to suppose that you can finish your course in an office, that a business man will pay you for the privilege of teaching you how to file, how to mimeograph, how to prepare commercial papers, etc. The school is the place to learn these subjects and to become unerringly skilful in manipulating the various office appliances.

That business men feel this way about the situation is clearly demonstrated by the statement of Chas. H. Luddington of the Curtis Publishing Co. of Philadelphia, in an address before the Board of Education of that city. "We had a vacancy recently in our force of typists," he told the audience, according to the *Chicago Evening Post*, "and we had to interview seventy-five individuals before we found a competent person. Fifty of the candidates were obviously unfitted and about twenty-five were tested before one competent worker was secured."

At least the fifty "obviously unfitted" applicants must have left school before they reached the standard of proficiency required by the institution. It is a safe guess that the "obviously unfitted" candidates fell down on accuracy, neatness, speed, spelling, and a ready knowledge of their profession. A certain amount of practice is necessary to become proficient in all these subjects. Schools supply the ideal conditions—the equipment, the enthusiastic teachers—to become thoroughly expert in typewriting and the other subjects of the stenographer's course.

Too many young people withdraw from commercial schools before they have become sufficiently skilful in the use of office appliances to hold down an average salaried position. The old fashioned stenographer was expected to know simply how to take down a letter in shorthand and type it out on the machine, but with the growing complexity in office organization and routine—the introduction of elaborate systems of filing, card records, follow-up systems, form-letter devices, adding machines, etc.—the office manager demands an intelligent, usable knowledge of these systems, methods and devices, together with skill in operating them. Whenever a new device is added by the business man to his equipment, the schools add it to their course. If students were as willing and quick to learn about these new devices as the schools are to introduce them, there would be few disappointments on the part of stenographers searching for positions.

"Whenever it is necessary to secure operators for our office appliances, which are generally used throughout the commercial world, we are obliged in 90 per cent of the cases to train them ourselves," adds Mr. Luddington. The Curtis Publishing Company is one of the largest employers of stenographers and office assistants in the world. On account of the alleged incompetency of the average candidate for a position, this company complains that it wastes a lot of valuable time in interviews that would be unnecessary if applicants were capable. "To fill the position of correspondent it is necessary for the Curtis Publishing Company to interview from ten to fifty persons; to find a stenographer, fifteen to twenty-five; a typist, twenty-five to fifty; a high-grade clerk, twenty to twenty-five; an ordinary clerk, ten to fifteen."

Of the branches enumerated that of typewriting seems to be the one in which applicants for positions with the Curtis people prove most deficient.

The business world is not troubled because of lack of applicants for positions, but it does seem as if there was a dearth of competent ones. The student who remains in school until the prescribed course has been satisfactorily completed, usually goes to a good position at once. She has the unqualified recommendation of her teach-



ers. That alone breeds a certain confidence in herself. The result is that she gives satisfaction from the start.

But her less wise classmate who has broken away one or two months earlier has probably been employed one or two weeks in several positions, not having made good in one and is looking for a permanent and paying position when the competent stenographer enters her first position at a good salary. She earns back the cost of her completed course of business training at the school while the other stenographer is searching in vain for a position.

The little extra tuition the school may collect from a student who remains to finish its prescribed course is a very small item compared with the reputation for good work it is thereby building up in the community. The first thought of the school is that every student shall represent it well. It is above all concerned mostly with your ability to hold a position with credit to yourself and the school where you were trained. Therefore, it encourages you to prepare yourself thoroughly and to take all the time necessary to do so. The time and money involved is indeed a trifle compared with the altered situation when you go out into the practical business world where your only claim to consideration is your ability to do a full day's work in your chosen calling. Don't bother about how long you have been in school. When the passion to be earning something overtakes you, honestly analyze the situation and see what you really can do, not what you think you can do or ought to be able to do. The chances are, if you are able to please and satisfy your teachers, you are ready for the office task master, not before.



### Brevities

Teachers' Certificates have recently been issued to the following applicants:

Nellie B. Blackstone, Carroll, Ohio.

Gladys H. Bossen, Marysville, Cal.

Mrs. Ivah Adams-Darnall, Kansas City, Mo.

Myra B. Dungan, Chariton, Iowa.

Beatrice Herman, Carlisle, Pa.

Charles J. Hoffman, Spokane, Wash.

Pattie C. Moores, Canton, Ohio.

A. Deane Nichols, Utica, N. Y.

Albert B. Opfer, St. Joseph, Mo.

Lula P. Saunders, Marysville, Cal.

Margaret H. Schick, Dayton, Ohio.

Ruth Hudson Shields, Kansas City, Mo.

Mabel Mathilda Shulander, Whitehall, Mich.

Helen A. Stedman, Bristol, R. I.

Mollie Volz, York, Nebr.

Gertrude M. Wood, Marysville, Cal.

\* \* \*

Mr. Ernest W. Crockett, of Liverpool, England, who won the Junior Shorthand Championship of England last year—in competition with twenty-four writers of the Pitman system—has just been awarded a First Class Certificate in the shorthand examinations held by the Royal Society of Arts. The test was 140 words a minute on solid matter for seven minutes with transcription in longhand. It is a pleasure to us to hear of the continued progress of Mr. Crockett, and we hope his achievements will stimulate other writers of the system in England to become experts.

\* \* \*

The value of shorthand skill is again aptly demonstrated in the case of Mr. Donald Horne, graduate of the University of California, Department of Law, who is now practicing his profession in San Francisco. Mr. Horne studied Gregg Shorthand last winter under Mr. J. Evan Armstrong, formerly director of commercial subjects, in the Academy of Idaho, and who is this summer in charge of the course in Gregg Shorthand and Rational Typewriting offered by the University of California. Mr. Horne took up Gregg Shorthand in anticipation of a position in the State Legislature. It was while waiting for an opening there that Attorney Robert B. Gaylord of San Francisco learned of his special qualifications and tendered him a position in his office. In writing Mrs. Frances Effinger-Raymond, manager of the San Francisco office of the Gregg Publishing Company, Mr. Horne says, "I wish to thank you for your interest in the matter, and to tell you that I consider my discovery of Gregg Shorthand one of the most important events of my life so far." *The Gregg Writer* tenders Mr. Horne its cordial wishes on his promising entrance into professional life.



# Typewriting and Office Training

A Clearing-house of Ideas for Typists and Office Workers. Conducted by  
Rupert P. SoRelle, 1123 Broadway, New York, to whom  
all communications relating to this department  
should be addressed.

## Talks on Office Training

### Filing and Filing Systems

**T**HE alphabetical method of indexing and filing (Illustration No. 8) is the most generally understood and easiest to operate. It is practically always used for correspondence of small and medium sized volume. *Office Training for Stenographers* sums up the advantages of the alphabetical system thus:

"For correspondence that is large or very large in volume, or correspondence that is rapidly increasing in volume, the location or geographical method will be found to be best suited. The advantage of the alphabetical method is that the indexing can be amplified in any one part without disturbing or breaking

up the entire arrangement. With the alphabetical system a certain sized set of index cards may be used at the start, but owing to the rapid increase in the volume of correspondence handled this set of guides may be outgrown in the course of a year or two. In order to re-index the filing system with a larger set of alphabetical subdivisions, it is necessary to discard the original set.

"On the other hand, when indexing is geographical it is possible to start the filing system in a very small way, with a set of state guides, and as the correspondence begins to multiply, sub-indexes can be

placed in those states where correspondence is heaviest.

"When correspondence still further multiplies, index guides for the names of towns can be inserted, and later on alphabetical guides can be placed behind the town guides as requirements demand. In this way the indexing method can keep pace with the growth of the filing system. It is never necessary to discontinue any portion of the index."

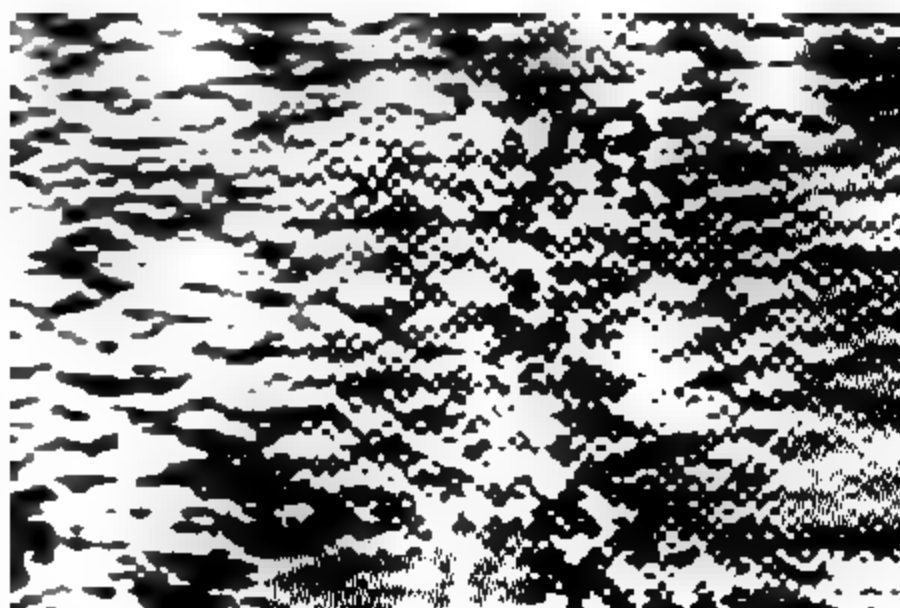


ILLUSTRATION NO. 1, SHOWING A COMMON FORM OF FLAT FILING, MENTIONED IN THE JULY ARTICLE

### Geographical Indexing

Geographical, or location, filing has distinct advantages in many lines of business. As has been stated before, the alphabetical method of indexing is used in conjunction with it. In the geographical method

of indexing, a set of state guides with the tabs in the center is first provided. (See Illustration No. 4.) Back of the state guides there are placed city guides, as occasion requires. The name of a city is not added until correspondence from it has been received. The tabs on the city guides are arranged in different positions so that in looking at the filing drawer from the front the names of each city and state stand out prominently. Back of the city guide folders are placed with the names of the correspondents in that particular city. If the number of correspondents in any given city is large, further subdivi-



sions become necessary and this is usually accomplished by adding alphabetical guides the same as would be done in an

labeled with the subject headings best suited to the business, and the sub-guides with the names of the correspondents arranged alphabetically. (See Illustration No. 5.) This method is never used where an alphabetical or geographical file will answer the purpose.

#### Numerical Filing System

The numerical filing system is sometimes used where the number of correspondents is very large, although this method is not now recommended by filing experts, as it is considered much simpler to index correspondence itself by names of towns instead of providing a card index. In the numerical system guides are provided by 10's or 20's up to as high a number as may be required to meet the needs of the business. Each correspondent is given a file number and all his letters are kept in the folder bearing that number which is placed back of the corresponding guide. A separate card index in which the cards are filed alphabetically is also required.

In the simple numerical system the method of assigning numbers is as follows: We receive, for example, a letter from Mr. C. B. Andrews and find that we have had no previous correspondence with him. The next unassigned number in our file is 476. We make out a card for the card index on which we place Mr. Andrews' name, ad-

ILLUSTRATION NO. 2, SHOWING A COMMON FORM OF VERTICAL FILING, MENTIONED IN THE JULY NUMBER

ordinary alphabetical file. If the volume of correspondence is too large to be conveniently handled by a single guide card for each letter of the alphabet, a more complete set of guides is used dividing the alphabet into 40, 80, 120, 160, or even more, subdivisions to suit the capacity required.

To file a letter with the geographical system you first find the state guide, and if it is provided with city guides, the name of the city, and back of that there will be a special folder for the firm from which the letter is received. Or, if the file is provided also with alphabetical guides, the letter will be filed back of the city guides in the proper alphabetical division. To find a letter in a geographical guide the same process is followed. It is necessary, of course, to know the location of the firm.

#### Subject Filing

In department stores and other lines of business where the *subject matter* of the correspondence is more important than the name of the correspondent, subject filing is used. The guide cards are

ILLUSTRATION NO. 3, SHOWING SIMPLE ALPHABETICAL GUIDES



dress and file number; this card is filed alphabetically in the card index file. Andrews' letter is placed in the folder No. 476 and put back of guide 470, the folders being always placed in number sequence.

The numerical system is generally used for filing correspondence by subject where the volume of the correspondence is very large. It is no longer considered good practice to use the numerical system for names of towns as it increases the amount of work, necessitating two operations instead of one.

With subject-numerical filing a separate card index in which the cards are filed alphabetically is required. For example: The New York Central and Hudson River Railroad receives a letter from another railroad company on the subject of grade crossing at Geneva, New York. We find that there is no previous correspondence on this subject. Looking in the card index file we ascertain

sub-subject No. 10. The file number would, therefore, be 123-10. A card is made out for this town and subject and is

ILLUSTRATION NO. 4, SHOWING THE USE OF GEOGRAPHICAL INDEXING

filed back of the guide for Geneva. The letter is marked 123-10 and is filed in a vertical drawer behind the guide 120 in the folder 123, sub-subject No. 10.

This disposes of the three most common forms of filing. There are two other phases of the question of filing that will be discussed in the next numbers—card systems and follow-up systems.

A few general remarks on the subject of filing will perhaps assist you in learning to handle the filing system with accuracy. The first of these is to be sure that you place a letter or paper in the right receptacle. No end of confusion arises in offices for no other cause than the fact that stenographers and filing clerks are careless about placing papers in the right folders. Sometimes even the folder itself is placed in the wrong division and there should be no ex-

ILLUSTRATION NO. 5, SHOWING A SUBJECT INDEX

that all correspondence relating to anything connected with Geneva, New York, is subject 123, and that grade crossing is

cuse for this, since the folder contains the alphabetical guide letters as well as the guide. Letters are often misplaced, also,



from careless reading of names or where a firm or corporation letter is signed by an individual and filed under the individual's name. Letters should always be filed under the corporation or firm name in such cases, and if the correspondence of any one member of the corporation or firm is heavy enough to justify it, a special folder may be provided for this.

In most offices the answers to letters are now pasted to the original letters and filed together. This is so even where the letters are copied by the rapid copier. Very few concerns now use the old style letter-press, copying the letters chronologically—it ne-

cessitates the keeping of original letters and answers in separate places. In pasting the answers to the letters, make a neat piece of work of it. Keep the papers in your file in orderly shape.

It will be impossible to get more than a good idea of filing from a series of articles on the subject. This must be supplemented by some actual practice in filing. If you have not the facilities at hand you will find almost any filing system agency willing to co-operate with you in this. You can go to one of these, examine the different filing systems, and very greatly add to your knowledge of the subject.



### Recent Typewriting Records in Idaho

**T**HE try-out tests in typewriting in Link's Modern Business College, Boise, Idaho, for the Underwood Credential certificates on sixty words or more per minute resulted in certificates being won by the following:

|                      |    |
|----------------------|----|
| Alice Olmstead ..... | 64 |
| Mabel Gates .....    | 63 |
| Mabel McKinley ..... | 63 |
| May Nelson .....     | 61 |
| Walter Burden .....  | 60 |

The winners are planning to try in September for the Gold Medal given by the Underwood Typewriter Company to operators writing eighty or more words a minute. The members of this typewriting team were students under Mr. W. H. Copedge. Miss Olmstead, the winner of the contest, was a former student of Mr. SoRelle.

It is worthy of note that these stenographers are pursuing their typewriting practice while in positions. The most thorough course in school still leaves room for improvement. It is well to look upon a school course as giving one the power to develop his ability almost indefinitely after the discipline and class recitations have been exchanged for a payroll position in business. Many of the suggestions given by your teachers are to be worked out after you have left school. Participation in an occasional typewriting contest will do the working stenographer as much good as it will the student in school—if not more. Continue your training after leaving school. Don't think that your

typewriting speed is the limit and will serve all demands. Increase it gradually and reach sixty, eighty or even a hundred words a minute if you can. If you have a speed above the average, you can always sell that ability as a copyist on extra jobs outside of your regular work. It is not merely raising your speed to a certain point that you aim at, but the commercial value that speed represents.

We applaud the typists of Boise, Idaho. Let them keep up their splendid work. They are setting a new and higher standard. It will insure better typewriting for the business and professional men of that city.



### Miss Van Eaton Wins Medal

**T**HROUGH the kindness of Mr. E. R. Thoma, head of the commercial department of the Olympia High School, Olympia, Washington, we are able to give the results in a typewriting contest held at the high school at that place on May 27. Mr. Thoma writes that the contest was:

To determine the winner of the handsome gold medal offered by the Remington Typewriter Company for proficiency in using their machines. Only those who had taken the equivalent of our regular course were allowed to enter.

The matter used was the Credential Typewriting Test for October, 1912, as published by the Underwood Typewriter Company and used by them for awarding certificates of proficiency. International rules were followed.



### Why Filing Takes Time

I was coming down in the subway the other morning with a very bright young woman stenographer, and we were discussing the subject of filing.

She said: "Filing takes *so* much time."

"It isn't necessary," I said, "to read a letter through to file it alphabetically."

"But they are *so* very interesting!" was her naive answer.

### Copying Tabulations

A stenographer in a large contractor's office uses a very simple method, to copy a tabulation of figures in exactly the same form as the original. He lays the sample on a blank sheet of paper, then running a pin point through the first letter of each column, he makes an infallible guide to follow on the new sheet.—From *System*.

### Some More Words Difficult to Type

Miss Bessie D'Armour submits the following list of words suggested as examples of words offering special difficulty in fingering on the typewriter:

|            |          |
|------------|----------|
| cypher     | zephyr   |
| psychology | quixotic |
| hyphen     | azalea   |
| pharynx    | equinox  |
| waltz      | excavate |

### A Handy Type Cleaner Easily Made

By sticking a common pin lengthwise through the rubber of a lead pencil, bending the headed end about one-eighth of an inch to keep the pin firm, and then attaching the rubber and pin back to the pencil, you have a "handy pick with a handy handle." For visible machines that have open fronts, this can be improved by bending also the point of the pin about three-eighths of an inch.

After the student has gone through the text-book on typewriting it will be found that a review of the first ten lessons will add considerable speed to the writing ability.—*Gladys Morgan, Phoenix, Ariz.*

|                         | Gross | Errors | Penalty | Net | Net Per Minute |
|-------------------------|-------|--------|---------|-----|----------------|
| Bonnie Van Eaton.....   | 797   | 36     | 180     | 617 | 61.7           |
| Vivien Hindley .....    | 716   | 23     | 110     | 606 | 60.6           |
| John Wilson, Jr.....    | 730   | 36     | 180     | 550 | 55.0           |
| Inez McKenzie .....     | 623   | 16     | 80      | 543 | 54.3           |
| Mildred Haskell .....   | 465   | 5      | 25      | 440 | 44.0           |
| Edna Crombie .....      | 529   | 20     | 100     | 429 | 42.9           |
| Hazel Maahs .....       | 518   | 20     | 100     | 418 | 41.8           |
| Violette Nommensen..... | 481   | 13     | 65      | 416 | 41.6           |
| Neva Stussy .....       | 496   | 16     | 80      | 416 | 41.6           |
| Linus Brewer .....      | 475   | 15     | 75      | 400 | 40.0           |

These pupils commenced typewriting in September, 1912, and finished the regular amanuensis course, which consists of shorthand, typewriting, commercial English, office training, penmanship, and a brief course in book-keeping.

The above speaks for itself. The contest is evidence that the entrants made good use of their opportunities during the year. The widespread interest in typewriting contests is very gratifying to us. It means higher standards, increased enthusiasm and greater efficiency in this most important subject.

### Beautiful Typewriting

ONE of the most beautiful specimens of typewriting we have seen, comes to us in the form of a cloth-bound book of 231 pages,  $5\frac{3}{4} \times 8\frac{1}{2}$  inches in size, entitled "Statistical Review of the Work of the Supreme Court of the State of Illinois for Ten Years." All of its 231 pages are reproductions of beautifully executed typewritten tabulations. Its pages are a feast for the eyes of the typist and those who appreciate art in typewriting. Practically every page in it required a different treatment, and involved some nice judgment in planning. We wish every student of typewriting could see a copy of this book. It would be an inspiration. It shows the possibilities of the typewriter in producing artistic work.

The book was compiled and typewritten by Mr. Ray Garrett, secretary to the Justices of the Supreme Court of Illinois. Mr. Garrett is to be congratulated on the excellence of his product. It is not often that a typist has his work put in such permanent form as this, to be handed down for the edification of posterity.



## Essentials of Commercial Law

A New Book by Wallace H. Whigam

**C**OLONEL WHIGAM'S plan of developing his subject is unique and effective. Each chapter is introduced by a convenient topical outline of the contents: the text opens with the explanation of the legal principles involved—in language that the youngest pupil can quickly comprehend. A recapitulation follows which will be valuable for review and also in preparing for examinations.

With a clear understanding of the legal principles involved, the pupil then takes up pertinent cases decided by the courts, an intelligible abstract of each case being given. Then comes a series of questions intended to test his familiarity with the text matter. After he has answered the questions he is asked to apply the knowledge thus far imparted to hypothetical problems which present sets of facts as they really exist in every-day life—to which the student may apply legal principles in arriving at an accurate conclusion.

Colonel Whigam believes that every student should learn how to fill out papers with accuracy and conformable to the prevailing custom, and not merely acquire a doubtful theoretical knowledge intended to answer abstruse questions regarding them. Therefore he asks him at this point to do some construction work on the chapter just covered. The series of exercises is interesting—appealing to the student's love of creation and his sense of the practical.

The chapter is concluded with a set of "search" questions designed to direct the learner's attention to the laws of the state in which he lives. The questions are propounded from the viewpoint of the statute law, but must be discussed and answered by a reference to the common law and the legal principles which have been previously explained.

*Essentials of Commercial Law* contains a comprehensive glossary. The definitions are clear and satisfying. There has been no attempt to be concise at the expense of clearness.

The book proves the accuracy of its title, containing all the essentials of commercial law, developed and applied in a manner understandable by the youngest pupil. While the work is full and complete so as to satisfy the needs of a thorough course in the subject, Colonel Whigam has wisely anticipated the possible demand for a short course where the teacher might desire to emphasize certain important phases of commercial law rather than to hurry through a longer course. The scope and order of the various chapters render the book adaptable to both large and small schools, to a long or short course treatment.


Colonel Whigam is not a stranger in the realm of text-book authors. He is joint author of *Progressive Commercial Arithmetic* and the author of *Book-keeping and Business*

*Practice*. He is a graduate of Ohio Northern University, Scientific Department, having won the degrees B.S. and M.S.; he has completed courses at the Kent College of Law, attaining the degree of LL.B.; Chicago Law School, LL.M., and also D.C.L.

Colonel Whigam's teaching experience in the commercial schools covers a period of about fifteen years. In the high schools he has served twelve years, being at present the Dean of the Commercial Department of the Carl Schurz High School, Chicago. Not only has he served in the commercial and high schools, but he has taught commercial law in the regular law schools. He has had the viewpoint of the teacher and also of the practicing attorney.

COL. WALLACE H. WHIGAM






# Q's and A's

Conducted by Alice M. Hunter, 32 South Wabash Avenue, Chicago, to whom all communications relating to this department should be addressed. Answers to the questions in this issue must be in our hands by September 15, and will be published in the October number.

An award of 50c is given each month for the best answer received on each question; twenty-five cents each for all other contributions published.



## Preparation for Medical Reporting

46. I have heard that one of the commonest difficulties is to find stenographers capable of dealing with medical terms both for stenographic work and reporting. How would you advise a stenographer who is fairly competent in other lines to prepare herself for this work?

Mr. Ralph Newman, New York City, is in the employ of the United States government in a stenographic position where he has exclusively medical work. His advice on this subject is therefore of particular value.

The best way to prepare oneself for medical work is to secure a position where a beginner in that work is desired if possible. My work is all medical, and when I started in I was "green" except for one branch of medicine in which I had had some experience.

It is not always possible to secure such a position, and the next best thing is to profit by some one else's experience, in other words to get as much experience as possible from books.

Probably the first and most important branch to take up is anatomy. Standard books on that subject can be secured of any bookseller. The best are Gray, Lane, Allen, and Deaver's Anatomy.

A medical dictionary is essential. In my desk I always keep a copy of "Pocket Medical Dictionary, Gould" which is mighty handy, and serves most purposes. If a larger dictionary is desired, the Gould is the standard. The small Gould cost me \$1.00 bound in flexible leather, and from it I have secured many dollars' worth of information.

After getting the information one can from the anatomy, there is a wide range of work from which to select those for further study. I shall not pretend to recommend any, but give herewith a list of some of the standard books in the library of this office.

Clinical Diagnosis, Simon.

Clinical Diagnosis, Musser.

Infection, Chapin.

Principles and Practice of Medicine, Osler.

Materia Medica, Potter.

Psychiatry, Kraepelin.

Surgery, Da Costa.

Surgery, Operative, Binnie.

The various medical magazines are excellent, if the expense is not an objection. Among the best are:

Journal of the American Medical Association, Chicago.

Boston Medical and Surgical Journal, Boston.

British Medical Journal, London.

Medical Record, New York.

The importance of hard work and the necessity for special training are brought out by Mr. D. D. Lessenberry, Holden, W. Va.

There is only one way to prepare ourselves for any line of work, and that is by work and study. A stenographer in an ordinary business office has nothing to do with medical terms, so if he is really interested along that line of work, he must make an opportunity for studying the different medical words and working up phrases and short cuts for them.

You may be fortunate enough to have a friend who is either studying medicine or actively engaged in that work, and if so it would be one of the greatest helps possible, after having done some studying on the subject to have him dictate to you whenever possible at a slow rate of speed. Be sure you get each word down, and in writing at this slow rate of speed watch your style, phrasing and wordsigns. After repeating this once or twice, have your friend dictate the same matter as rapidly as you can take it.

Mr. Lessenberry further emphasizes the fact that persistence is required in this work and that medical terms *per se* are "dry as dust."

But all of us do not have the advantage of having such a friend and then it is up to us. Of course, if we have persistence we can work this out by ourselves as many have done, but medical terms which we know very little about are apt to be pretty dry. But we must remember when we get discouraged that "Victories that are easy are cheap. Those only are worth having which come as a result of hard fighting." In the words of Goethe: "The important thing in life is to have a great aim and to possess the aptitude and perseverance to attain it."

The Order of Gregg Artists was organized with the thought of co-operation their watchword. Mr. Lessenberry would have the would-be medical reporter utilize this avenue of assistance.



If you are in a place where there is a Local clan of O. G. A., do not fail to join their numbers at once. This is one of the greatest movements among teachers and writers of Gregg Shorthand we have ever had. This work will no doubt be brought up in the regular meetings of the Club and there where so much enthusiasm is displayed you will find many others who are interested. In this way the study will become more interesting and the discussions will be very helpful. I am sorry to say we are not all now in a position to become members of one of these great Clubs and if we cannot, then it is up to us.

Mr. Everett Boose, Decatur, Ill., recommends for practice the medical plates and lists of medical words which have appeared in the *Gregg Writer* at various times. He furnishes the following list of these plates:

September, October, November, and December, 1907, Medical Testimony.

September, October and November, 1908, Medical Correspondence.

April and May, 1912, Medical Plates.

December, 1912, list of words compiled by Mr. Hermann F. Post.

From Miss Ellen Johnston, Cedar Rapids, Iowa, comes the suggestion of making a medical dictionary:

As there is no such thing as a shorthand medical dictionary to be purchased, I will suggest that the stenographer make one for himself. Purchase a reliable medical dictionary, vest-pocket size, go through this, checking a limited number of words as a beginning vocabulary. The lists of medical terms which have appeared in the *Gregg Writer* can be used as a foundation for this vocabulary. Write the shorthand outline for each word, constructing this outline in accordance with the principles of the system. After the first list has been memorized, go through the dictionary again, adding other words.

A careful examination of the dictionary itself will help the stenographer, since in this way he will become familiar with the spelling, pronunciation and meaning of terms and also be able to compare different derivatives of the same root word. This familiarity with the subject matter will be of great aid in this line of work.

Mr. J. H. Zwaska, Chicago, speaks of the importance of a thorough knowledge of the fundamental principles of the system of shorthand the stenographer writes. Here again the O. G. A. will help you.

Master the principles of the system of shorthand that you are practicing. Medical terms, to be written with facility, require more than a "fairly competent" stenographer. As soon as you have thoroughly mastered the fundamentals of your system of stenography, and not before,

you are ready to deal with medical terms, or any other kind of technical terms.

It will not be disputed that the study of medicine makes for the greatest efficiency in handling medical terms. The student of medicine not only knows how to spell words peculiar to his profession, but he understands their scientific meaning. Stenographers cannot all be students of medicine, but to deal effectively with medical terms, you must become familiar with their spelling and pronunciation—an authoritative medical dictionary will suffice.

Hard study is essential. No lasting good is ever accomplished without hard work; but no matter how hard your work may be, make it a delight. Nothing is hard or easy but thinking makes it so.

These suggestions are all good and can be followed to advantage. The field of reporting is becoming more and more specialized, and we believe most emphatically in the possibilities of this particular line. Several times in the past few years we have had calls for medical reporters, private secretaries to physicians and surgeons, and stenographers for other positions where a knowledge of medical terms is necessary. These positions have proved very difficult to fill. We know of one prominent eye and ear specialist who advertised for a week in the Chicago daily and Sunday papers for a medical stenographer. He had only one applicant with any special knowledge or training. Needless to say that stenographer secured the position. All of this tempts us to say again something about being ready for opportunities when they come. If you are not ready, then the opportunity isn't yours at all. It belongs to someone else. Poets have had considerable to say on this subject of opportunity, but there is one point on which they agree and that is that the same opportunity never comes twice.



#### Information in Regard to United States Civil Service Examinations

47. Will you please print in the pages of your department information in regard to what is included in the United States civil service examination for stenographers? At what rate is dictation given, and what is the standard as to accuracy?

From a large number of replies received, we have selected the following from Mr. Enoch Sturgeon, Nogales, Arizona. This gives the requisite information in a clear and concise manner.



My first advice would be to go to the postmaster of the town, or the local secretary of the Civil Service Board, if there be one, and get a copy of instructions, Form 1424, and application blank 304. If these are not to be had locally, send to Civil Service Commission, Washington, D. C. Form 1424 contains all the information that is given out in regard to stenographer only, typewriter only, or stenographer and typewriter examinations, for Departmental, Field or Foreign Service.

I presume that the stenographer and typewriter combined examination is the one you are interested in, therefore, I will treat of that.

The examinations for all branches of the service are the same, except in Isthmian Canal Service, which includes general business experience, rated on statements contained in the application, and corroborative evidence. The other subjects are as follows: Stenography dictation, given at 80, 100, 120 and 140 words a minute, being 250 words containing no technical matter, with a preliminary test of 80 words per minute to familiarize competitors with examiner's manner of dictation. All must take both 80-word tests, one of which they will be required to transcribe, and they may take any or all of the higher speeds, transcribing whichever one they choose, or none if they do not wish to try the higher speeds. Copying from rough draft, Copying and Spacing, Copying from plain copy, Penmanship, Report Writing and Arithmetic are all very fully explained in Form 1424, alluded to.

Accuracy is based on the transcript, which may be made with pen or typewriter if stenographer (only) examination is taken. This is also fully explained in the manual. The standard is not high, and a high grading does not have to be obtained to get a position, as the Government is always short of clerks, more especially stenographers and typewriters.

Age limit is 18 years or over. Time limit, six hours, but four hours is plenty of time for the average person. Entrance salary usually runs around \$900 per annum. In most positions thirty days' leave on full pay is given, with thirty days additional in case of sickness. A six months' probationary appointment is first given, at the end of which time, the same becomes permanent if nothing is done towards the removal of the appointee.

### The Limit of Typewriting Speed

48. I am an interested reader of your enthusiastic magazine and a shorthand student. But I seem to have reached my limit on the machine. I have studied just five months and have now a speed of 55 words a minute with perfect accuracy and have written as high as 63 words a minute. As much as I practice I do not seem to gain in speed. I wonder if any of your readers could give me a few hints in getting my speed past the 50-word mark?

This period of seemingly arrested progress is a familiar symptom to every one

who has had any experience in training fast writers either in shorthand or in typewriting. There is only one solution—continued practice. Vary the method and the kind of material, but practice, practice, practice. Many a writer who might have been an expert has turned back because he failed to realize that this was the crucial point in his training.

Mr. D. D. Lessenberry brings out some good things along this line:

You have not reached your limit on the machine! No, not if you are honestly devoting some time and energy to attaining a greater speed. You already have one of the greatest things a typist needs—accuracy. Is it not better to be able to write 55 words a minute accurately than to write 75 words where the letter has about as many errors as punctuation marks? And you have not reached the limit if you are trying! "Nothing is denied to well-directed labor," Reynolds said, and it strictly applies to stenographic work. There is a time when in school that we seem to be at a standstill, but in reality we are just getting prepared for greater and better work.

But it may be possible you do not go about your practice in the right way. What about the fingering? Do you hesitate and finally have to look at the keyboard before striking certain keys? Can you write the figures just as accurately and with as much speed as the letters? Is your position at the machine correct? Do you keep your machine well oiled and cleaned? And last, but not least, are you really trying and working to attain a greater speed? Ask yourself these questions. If you can conscientiously answer yes to all, then you will advance. But be careful; be truthful in this matter. You will only deceive yourself if you know something is wrong and if you don't make a thorough examination of these points. Success is always preceded by action. Inaction never accomplished anything—and it never will.

There is only one way to accomplish anything, and that is by working in a systematic way. Remember Emerson said, "Nature, when she adds difficulties, adds brains," and whatever obstacles hinder you in your study and practice, keep digging away and later will come the joy of achievement.

Brother John Voelker, Dayton, Ohio, writes from the standpoint of his own experience as a self-taught typist:

You say you have studied and practiced on the machine five months and write 55 words a minute with perfect accuracy and have written even as high as 63 words a minute. You are doing excellent work to have accomplished so much in five months. Correct, you do not seem to be gaining speed; this is most natural and is to be met with in every branch of study. At first you acquire the theory and by degrees it becomes "one" with you. Remember, it will take from five to six months more till this



knowledge and practice on the machine is imbedded in your system. Now, continue practicing with an invincible determination and perseverance, and this seemingly insurmountable obstacle will vanish in a few months' time.

Mr. B. S. Barrett, Brooklyn, N. Y., strikes the heart of the matter when he says "Above all don't get the idea that you have reached your limit." He also brings out the necessity for continued and persistent practice and of forming the right habits in the very beginning.

My boy! (I take it you are "My boy.") You are too ambitious. If you can write 55 words a minute with "perfect accuracy," you are a marvel. You far outstrip the ordinary plodding mortal who can only write 25 or 30 words a minute, and even at that slow rate will make an occasional error. You have already outstripped the limit of 50 words, as you say you have gone up to 63 words, and therefore need no instruction to enable you to go beyond the 50-word limit which you specify. Don't you know that 40 to 50 words a minute on the typewriter and 80 to 100 in shorthand are the average rates of speed required of the amanuensis in business offices? But if you are ambitious to outdo Swem, Blaisdell, Trefzger, Miss Wilson, Miss Fritz, and all those other phenomenal celebrities, you should remember that speed cannot be acquired in a minute. You say you have been studying only five months, and if that is the case, your chance of achieving success is good. Speed comes with practice. Remember the old adage, "Keeping everlastingly at it brings success."

In addition to this, study the *method* involved in typewriting, the *savoir faire*. Take note of the interstitial pauses, and learn how to "take up the slack." Study psychology, and take note of how the mind works, and see if retarded speed is not due more to mental than physical inertia. In other words, the mind should keep ahead of the fingers, in the same way that a dictator takes in a whole line in advance of his dictating. Then, if the fingers have been so trained that they fall automatically on the proper keys, your speed can only be measured by digital dexterity. Consider how the mind acts. It does not operate directly on the muscles, but first commands the will, and the will, like an aid-de-camp in battle conveys the command to the physical machinery, contracts the muscles, and the finished work results. This is the philosophy of psychology, and when you have an intelligent idea of the *modus operandi*, and when you keep the mind well in advance of the work of the fingers, with perfect concentration of thought, you have the mastery of the secret of speed, and nothing but practice is then required to enable you to win success. Above all, don't get the idea that you have reached your limit.

Some splendid suggestions come from Miss Helen Turner, New York City:

There is a multiplicity of hints that can be given for you to augment your speed. If after such a short duration of time, five months, you have reached a speed of 55 words a minute with perfect accuracy and find it difficult to gain on that, perhaps the retard is due to your physical condition. Pay particular attention to your diet. Be sure that you exercise enough and properly, and above all, don't worry. As for hints on the machine:

1. Have your machine adjusted for a speed of, at least, 75 words a minute, by an expert.
2. See that your machine is kept absolutely free from dust, and when dusting it be careful to avoid depressing the keys because this disturbs the tension.
3. Put one drop of the best typewriting oil on the "back way rod," about every other morning, rubbing it thoroughly with a flannel cloth (look out for the lint); but every morning rub the same place with the oily part of the flannel cloth.
4. Do not attempt to interfere with the mechanism of your machine. There is an exact place in which to drop one drop of the oil, and that can be ascertained from the manager of any typewriter company.
5. A good sentence for driving up speed is, "John quickly extemporized five two bags," and there are other excellent selections for practice in *Rational Typewriting*.
6. Practice throwing the carriage back with a slight muscular movement, and see that your machine is perfectly firm, so that you can sit without stiffening any of your muscles.
7. Practice inserting and removing the paper without loss of motion.



### The "Rolling Stone"

49. At various times I have read in the Question and Answer Department of the *Gregg Writer* advice to the effect that if a stenographer is not satisfied he should secure another position. Now, I should like to have someone discuss the other side of the question. What are the advantages in sticking to a position, and how does the "rolling stone" theory apply to the stenographic profession?

Mr. W. T. Weaks believes in the "rolling stone" as applied to the stenographic profession, but stipulates that the direction of the movement must be guided. He distinguishes and rightly between movement and progress:

A stenographer who changes positions is not necessarily a "rolling stone." In fact, he should be a "progressive stone." Few stenographers, on leaving school, are able to secure the most desirable and most lucrative positions. They should, however, be willing to take the very first position that is offered to them, and *make good* in that first undertaking.

Many people do not seem to know it, but there are just a lot of employers who do not



put the slightest estimate whatever on the recommendations of business schools—they don't want a young man or young woman just out of school, but they want one with experience. As I look at it, therefore, the first position of a stenographer is merely the first step in his advancement. It is a very easy matter for a stenographer to outgrow his first position. Of course, for the first few weeks, the work is likely to be new and a little difficult, but he soon learns the details, and the place then becomes as easy to hold as "falling off a log backwards."

But the ambitious stenographer should not and will not be content to confine himself within such narrow limits. He will want bigger things and better things. The experience gathered from work in his first position, and additional information derived from studying at nights and at odd times during the day, will make him a better stenographer and capable of doing better and more valuable service. It is then that the stenographer should look for the more responsible and more lucrative position. And it is far easier to secure a better salary in a new position than it is to squeeze a raise out of your present employer.

Then, too, there are certain limits which a certain position can and will pay, and if you are not satisfied with what you are getting, your employer will likely tell you that you may go when you choose, and he will get somebody else who will do the work for the same money. Such circumstances are likely to prove very disheartening to any young man or young woman, and the only consoling thought is that some one else will pay more.

Of course, there are two sides to every question, and, as the same remedy will not cure every disease, the same counsel will not fit every case. While there are many, many positions to which a stenographer might stick until he is gray and never receive any promotion, yet, on the other hand, there are many others which offer excellent opportunities for advancement. I could not begin to classify such positions, but any stenographer, who is quick enough and bright enough to deserve promotion to a more responsible position, is also shrewd enough to recognize the possibilities of his present position, and, if promotion is likely, he will stick to his job until he is promoted. I know of my own personal knowledge a great many prominent officials and attorneys of railroads and other corporations who begun as stenographers. They saw the opportunity, they stuck, they worked, and they got the promotion.

But there is nothing to be gained by sticking to your first position too long, unless it offers exceptionally good chances for promotion. When I quit school I began work for \$7.50 a week. Within the next eighteen months I changed positions three times and pushed my salary up to \$100.00 a month, when, had I remained in my first position until the present day, I would not now be drawing a salary of more than \$50.00 a month. While I have held four different positions and all in different

towns and considerable distances from each other, I do not consider myself a "rolling stone." My version of the "rolling stone" as applied to the stenographic profession is that he who is a quitter and is always getting new jobs without bettering his position, is a "rolling stone;" but he who holds down his present job with one hand and is constantly reaching up with the other for a better, more substantial, and more lucrative position, is a "progressive stone."

A splendid point is brought out by Mr. Ralph Newman, New York City, as to the determining force of the stenographer's ultimate ambition. He believes that if the stenographer expects to remain in purely stenographic work with a view to reaching the reporting goal, a wide and varied experience is essential and frequent change in position necessary. If, however, the stenographer looks on shorthand as a stepping-stone to an executive position, then he should become connected with a firm where there is opportunity for promotion and stay in this position until he thoroughly understands the details of the business.

The stenographer who does not intend to make shorthand reporting his life-work, is indeed foolish to become a "rolling stone." He should find a position where his efforts are appreciated, and where they will help him to advancement. During my shorthand career, I have held positions in many different lines, including clothing, packing-house, automobile, soap, lace, medicine, legal, steamship, wall-paper, etc., etc., and have gained a great deal of valuable experience from all. In many of these positions, I should have had fine opportunities for advancement had I decided to drop stenography and remain with those firms in other capacities.

Mr. Lessenberry further illustrates the opportunities for advancement to executive positions for a stenographer who has a thorough knowledge of the details of the business.

The advantage of sticking to a position, provided it is the right kind and provided there are opportunities is wonderful. With my own company this has been successfully demonstrated. When the chief clerk was called to a higher office, did the officials send out for a new man? No, but they promoted the man who had been staying with them and who knew the business because he had been sticking with the company. We cannot learn enough about a business to ever become anything if we keep changing and on the other hand, I have heard my employer say there is such a thing as getting too old with the company. But that depends on the man. When a man gets too old with a company, it is because he fails to do his work in the right way.



The effect of the canker of discontent on the stenographer's work is suggested by what Mr. Harry R. Schafter, Detroit, Mich., says of the value of interest and enthusiasm as determining elements in promotion.

This depends upon whether the stenographer likes the class of work in which he is engaged. If he is very enthusiastic about the work he is engaged in, he should stick to his position for sooner or later he will acquire a technical ability which is invaluable to his employer and which should naturally advance him.

On the other hand if he has no particular interest in his work and is not satisfied, he should make a change and he will benefit by it for the reason that he will have the experience gained by his former position and will add the peculiarities of his new position to his knowledge and practice.

In general, my opinion is that the ordinary theory of a "rolling stone gathers no moss" is not applicable to the stenographic profession, but on the contrary the changing of positions is similar to a sticky ball of molasses rolling over a bed of dry sand—the ball picking up and holding fast what comes in its path—but, direct this ball in the proper direction for if it roll on bare rock it can pick up no sand.



#### "Outside Work": How to Get It and What to Charge

50. In the April *Gregg Writer* I have read the discussion on "The Stenographer and Outside Work." Now I am in a position where my employer is not only willing, but anxious for me to do outside work. He feels that I will not abuse the privilege and thinks that I will be better satisfied if my time is all taken up and my income increased in this way. I want to know what methods I should take to obtain work of this kind and how I should charge for it.

The work of preparation of manuscripts is a kind of outside work not often emphasized. Mr. Enoch Sturgeon believes this to be a big field for stenographers with leisure time at their disposal.

One thing which has been overlooked by nearly all public stenographers is manuscript work of real and would-be authors. This work necessarily must be secured by advertising, preferably in short-story magazines, and any of the better class monthly magazines. What work of this kind I have seen was done on letter size paper, double spaced, bound at the top, with backing sheet, using wide margins. By searching through several magazines, you will find advertisements which will give you an idea of how to advertise, and also how to charge.

What Mr. Sturgeon says of the value of faultless work is good and his own manuscript affords an excellent illustration. It is seldom our privilege to receive as perfect a specimen of typewriting.

In doing common public work, it is a good plan to look up the hotels, of whatever class, where no public stenographers are located, and ask the proprietors to keep you in mind, or ask them to allow you to put up a neat sign in the hotel lobby. Another good thing is to have cards printed, handing them to each one for whom work is done, requesting them to keep you in mind when needing work or when they are asked by others where such work may be done. In other words, "Get a wiggle on." There is work to be done, and there must be some one to do it, and all that remains is to get together.

However, the greatest thing of all is to turn out absolutely faultless work, as the average person is willing to pay for work with which he can find no faults, and good work will advertise itself. Personally, I believe this cannot be carried too far, unless time is a necessary factor. I have torn up many a sheet when I could not insert a missing letter without crowding, or for a little blurred spot, or a little faulty construction, even though the mistake was not mine. When it is necessary to make an erasure, make it neatly, using a ruby eraser to smooth off with, and for erasing on thin paper, etc., using erasure shields to keep from blurring, making corrections on carbon copies with carbon, in fact, keeping in mind that 100 per cent perfect is not too high a standard.

Several kinds of work are suggested by Mr. Arthur Tripp, Eugene, Oregon:

I also am in a position where my employers are willing that I should spend my spare time in doing outside work. I earned a little extra money this spring by typewriting a thesis for a student in the University. For this kind of work typists usually charge 50c per thousand words, although some do it for 35c per thousand.

As it is the custom of business and professional men to send out statements of account, there may be an opportunity to secure from them (that is, of those who do not employ their own stenographers) the privilege of addressing their monthly statements. Nearly every manufacturing establishment in the fall and spring sends out catalogs, circulars, or price lists to their patrons and prospective patrons. Folding circulars and addressing envelopes for these concerns will afford a small income.

Another pleasant and profitable field of work, especially for those who live in the smaller towns and rural districts, is that of newspaper correspondence. Write the news from your locality to the nearby city or county papers. Newspapers in small cities pay from \$1.00 to \$3.00 a column for news, while the city dailies usually pay at the rate of \$5.00 a column.



Although charges for work of this kind have been printed several times in this department, we are reprinting herewith a table of charges which is a composite of data sent us at different times from various parts of the United States. This table is only suggested as affording a basis for stenographers who want to take up this line of work.

#### *Court Reporting*

Copy work, typewriting or print, 5c per folio of 100 words.

Manuscript or handwriting, 8c per folio of 100 words.

Dictation letters, 10c a page.

Carbons, 2 for 5c.

Legal matter, 15c a page.

#### *Single Space Work*

Double the above prices.

#### *Tabulating*

Per page, 50c.

#### *Mimeographing*

For first 100 copies, \$1.25.

Succeeding 100, 50c.

Postal cards per 100, 75c.

#### *Envelopes.*

For each 100, 75c.

Where work is charged for by the hour \$1.00 an hour is a minimum charge for expert work; \$3.50 a day is usually charged regular customers.



### Referred for Answer

55. I have been asked to take two or three private students in shorthand and typewriting. Will you suggest a course to be followed? How long should I spend on the Manual and what supplementary work would you give? If any readers have had experience in this line, I hope they will write you of their methods.

56. Will you kindly insert in your *Gregg Writer* some information regarding the work and salary of a train stenographer? To whom should application be made for such a position?

57. Will the readers of the *Gregg Writer* answer this question: Can a small boy wearing knickerbockers take a stenographic position if he knows his duties?

58. In typewriting practice I find my principal difficulty to be in writing words containing double letters. Either I do not double the letters or I write three letters instead of two. This is a trouble I have in my daily work, too. Will your readers please discuss this, give their ideas as to the reason, and their suggestions as to how to remedy it?

59. Compare the Isthmian Canal and the Philippine service with the Washington service.

### Getting the Boy's Interest

THE problem of the boy—whether in the home, in the school, or in business—is always an interesting and puzzling one. The *Youth's Companion* tells of the great success one business man has secured in handling boys by a thorough study of the question from the boy's point of view. It says:

"How to make a successful business man out of a lazy office boy has been solved by a Chicago man. His system, which ought to interest every one who has any dealing with boys, is simple. When a new boy goes to his office he takes him to his private room and has a confidential talk with him. He treats the boy with respect, tells him about the business, and explains what are sometimes called office secrets to him, with the remark that they are "office secrets," and must not be talked of outside. In short, he makes an appeal to the boy's honor and self-respect. The boy responds, and in time the employer interests himself in the reading and outside amusements of the lad till he has him transformed. One boy, who had served in a reformatory before he entered the man's service, is now a successful lawyer, with an office in the same building with his old employer. This employer applies the rule with which every one is familiar, although many forget it, that it is much easier to lead men than to drive them. The average boy of whatever number of years resembles the average pig, in that when you try to drive him he will use all his energy in trying to go the other way."

Anyone who has dealt at all with the boy knows that this is a commonsense and practical way of getting results—and it applies in the schoolroom as it applies in everyday life. There is one fundamental truth that students of boys have discovered that will solve many difficulties in handling the boy—that the things he has had an important part in constructing or creating himself, he cherishes and protects. To lead the boy of spirit by unostentatious suggestion is to get results—to try to drive him is futile.









## From Novice to Adept—VII

### Phrasing An Important Factor in Skilful Writing

ONE of the most important elements in the development of speed is judicious phrasing. The question as to which lesson in the manual has the greatest value has been discussed by every shorthand writer, and not infrequently the Eighth Lesson has been decided upon, a big part of which is paragraph 97. You may have to refer to your Manual to determine what that paragraph is, but if you do not know every principle upon referring thereto you have not a sufficient knowledge of the theory to enable you to become a good writer. These principles should be a part of you. Rapid writing is based upon the elimination of unnecessary movements. Phrasing, therefore, plays a large part in rapid writing—it saves strokes, pen lifts, space, and increases legibility.

In looking over some of the previous volumes of the *Gregg Writer* we find an article by Miss Pearl A. Power from which we quote the following as being particularly applicable to this subject:

By a careful analysis of these joinings we obtain the following facts: The words are simple, therefore easy to write and to read; the joinings are facile and natural, corresponding to the grouping or expression of words in intelligent speaking; the onward flowing movement characterizing the writing of single words is retained in the word combinations; the pronoun, preposition and conjunction are joined to the words they precede, and the qualifying word to the word it qualifies. (Par. 97.)

With these simple phrases as examples, the pupil has unconsciously obtained an insight into general phrase writing, and will naturally adopt good junctions for himself, and instinctively avoid awkward or unnatural ones. Practical examples have thus afforded him a better preparation for original phrasing than the early introduction of abstract rules.

The ability to write word combinations and read them fluently, involves an accurate knowl-

edge of single words, which necessitates a ready application of the principles. "From half-recollection comes hesitation and from hesitation comes loss of speed," therefore the rules, like the simple phrases, must be memorized absolutely.

Judicious phrasing is a direct means towards speed in transcribing, as well as in reading and writing—a point deserving of special attention, yet seldom considered. The trained eye recognized several words in one phrase, and while these are being written the mind is grasping the rest of the sentence, thereby being trained to keep in advance of the hand.

We might add that "judicial" phrasing is a very important factor in the work of a court reporter. In our Chicago courts there is a certain class of reporters of comparatively slight reporting ability who specialize in reporting what are known as default divorce cases. We had occasion to observe one of the more successful of these reporters writing a case in court recently, and the set expressions of that work were written with practically a single effort of the pen, and no doubt a fairly accurate transcript was made. Such expressions as "When were you married, were there any children born of the marriage, did you leave him or did he leave you, did he ever get drunk, did he ever strike you," resolved themselves into practically one phrase. We do not mention this arbitrary phrasing as being applicable to court reporting work generally, because it is not, but it shows how labor may be lessened by specialized phrasing for specialized work.

### Reading Value of Phrasing

There is a great contrast between the slow order of things in many lines of business and the rapid correct-the-first-time application of the rules of shorthand. Phrases save not only time in writing but in reading. You are able to pick them up



## Jury Charge Phrases—II

|    |                               |    |                                          |
|----|-------------------------------|----|------------------------------------------|
| 2e | Under similar circumstances   | 2e | In the exercise of such care and caution |
| e  | Allegation                    | 2  | In favor of the defendant                |
| 3  | If the jury                   | 2  | In favor of the plaintiff                |
| 4  | From the evidence             | e  | As well known                            |
| 2  | If any                        | 4  | Open and apparent                        |
| 2  | You should find               | ✓  | All of the time                          |
| 22 | You should find the defendant | 2  | If he knows                              |
| -  | Not guilty                    | 2  | If he were                               |
| 4  | Was injured                   | 3  | If the evidence                          |
| e  | Ordinary care and caution     | 4  | By reason of such                        |
| 2  | Accident in question          | 1  | Your verdict                             |
| 2  | Under ordinary circumstances  | 2  | Dangers or risks                         |
| 2  | Under the same circumstances  | e  | Hazards and risks                        |
| 2  | Under such circumstances      | e  | Prudent and cautious man                 |
| 2  | For the Court                 | e  | Ordinary prudent and cautious man        |
| 2  | On the part                   | e  | Ordinarily prudent and cautious man      |
| 3  | On the part of the plaintiff  | 4  | He was injured                           |
| 2  | On the part of the defendant  | 2  | Cannot recover                           |
| -  | Master and servant            | e  | Ordinary care and prudence               |
| 2  | In the exercise               | 2  | Is the exercise                          |
| 2  | In the exercise of such       | e  | Of that care                             |
| 2  | In the exercise of such care  | 2  | Common prudence                          |



in any part of the sentence or any portion of the transcript. In dictating notes rapidly into the phonograph or dictating to two operators, you can more successfully and quickly get out a transcript if each note is immediately recognizable. In dictating to two operators a question or an answer is more easily read if it has two or three groups of phrases representing the principal thought of the sentence. The individual words might be just as readable, but the eye could not grasp them so quickly. The centralizing of thought in groups of characters, thus setting them out from the rest of the matter, is in a small way what we do in printing by our paragraphing system.

#### General Application

The notes of those desiring to acquire ability to write rapidly should show an abundance of phrasing. You have noticed in this department a great many phrases for jury examinations and for instructions to the jury as well as testimony; you will find the specialized phrases in the other departments for commercial letters and if you really understand the spirit of phrasing you can first hand make a great many phrases in general reporting, such as lectures, conventions and sermons. You will, of course, carry into that work the principles with reference to the joining of simple words. No matter how technical the matter necessarily there must be the small words to connect these technical expressions and give them force and value. Then the technical words themselves may soon be phrased.

If you are talking about carbon dioxide or bicarbonate of soda or even the inter-articular fibro cartilaginous processes of the spine, you may use phrases and abbreviated forms for these when written in conjunction with matter pertaining to the one general subject. This suggestion is not made because it is necessary to use abbreviated forms, but rather because of the skill acquired in reporting it is unnecessary to write familiar technical expressions fully in order to readily read them. On the other hand, because of its distinctiveness in character, the form for carbon dioxide for instance might be picked out in the middle of a page of notes at a glance. That form will give you a clue to the notes

preceding and subsequent so that the notes are half read before you see them—which is the secret of rapid dictation from notes. Abbreviated forms and phrases are very closely associated, and every time you write an abbreviated form or wordsign the possibility of phrasing should simultaneously suggest itself to your mind.

#### Phrasing Possibilities Far-Reaching

Those who have joined our class and are using our unpatented scheme of acquiring efficiency by hard work will now have the broad principle of phrasing to add to their present list of elements of efficiency which is undoubtedly growing steadily and surely. To acquire a working knowledge of these phrases from a reporting ability standpoint you should know the phrases in the manual so well that you can write them unhesitatingly, correctly and in all manner of combinations. The phrases in the manual include not only those in the eighth lesson but in all the lessons. You should start on a sort of reconnoitering trip to "find" phrases and in your travels do not overlook the phrases published in the volumes of this magazine for the last ten or twelve years, nor those given in the *Phrasebook*, the *Gregg Reporter* and the other general publications. Develop a fondness for phrases and a trained memory for them so that you can recall and use them under all circumstances. Thus your speed will be greatly increased.

It is a rather large task to memorize all the phrases mentioned above and you may think it is not intended that you should, but that is really the intention, and it is something that we know can be accomplished from our personal experience. When once you understand the principles of phrasing this "large" list of phrases will become merely types or examples, and in your practical work you will extend the principles to hundreds of other phrases along the same lines. The learning of phrases is a natural process when once you really comprehend the spirit of phrasing. We would not encourage arbitrary phrasing except to a very limited degree, and then only for set expressions. If you are looking for some easy means of increasing your speed we don't know what bet-



ter suggestion to make than memorizing phrases and thoroughly comprehending the spirit and idea of phrase writing. If the goal be the mastery of the art and the reward be achievement, then you will be willing to expend the effort. For the sheer pleasure of achievement you cannot help but feel the end is worthy of the means. Let us remind you that a successful career

must be built upon the best effort of which you are now capable.

Whether you ever expect to take up the profession of court reporting or not, you will find the endeavor to develop sufficient ability to do court reporting a splendid mental discipline. The mastery of one thing gives you confidence and greater ability to accomplish another.



## Keys to Last Month's Shorthand Plates

### Miscellaneous Correspondence

Mr. F. L. Swetland,  
Utica, N. Y.

Dear Sir:

Your subscription to the Automobile and Motor Review expires this month and we hope that the paper has proved interesting and instructive.

You have doubtless noticed the constant improvement in the paper and the fact that no expense is being spared to make it the foremost publication in the automobile field. It will give you the news gathered by our own correspondents; everything new in the mechanics of automobiling, full instructions for the operation of steam, electric or gasoline motor cars. In short, we can promise you a more artistic and interesting paper during the coming year than you have ever had before. Kindly sign the enclosed renewal blank now while the matter is before you and return it to us, together with your remittance for the coming year.

Awaiting your reply, we remain  
Yours truly,

Northwestern College,  
Faribault, Minn.

Gentlemen:

We are enclosing a half-tone reproduction of a few of the different seal designs which colleges throughout the country are using.

We think without doubt you will agree with us as to the appropriateness of such designs for a college and it is our purpose in bringing this matter to your attention to acquaint you with a design that is meeting with much favor among colleges of the character of yours.

You can see the advantages this design has in the way of publicity over the ordinary class pin design that has been used in the past by most schools. Many colleges supply their students with free pins just for publicity alone. Where this is done, a design like the illustration cannot but be preferred to the regular class pin design.

Should this suggestion be considered favorably by your college, you would very likely have some original idea for the central design. Any important feature pertaining to your own school could be brought out nicely in place of the designs shown in illustration and we shall

be glad to draw up special designs, showing just how your college seal would look.

We are in a position to furnish these in any quality, such as gold plate, sterling silver, rolled gold plate or solid gold in any carat. If you are interested in our proposition, we shall be pleased to have you reply, setting forth your ideas for designs and stating how many and what material you would like us to base an estimate on.

Hoping this will receive your careful and favorable consideration, we are

Yours truly,

Mr. William H. Ball,  
Anoka, Minn.

Dear Sir:

In the matter of your mine locations on Gold Mountain, about which you wrote me a few days ago, I have associated with us Mr. M. D. May, an attorney of this city, who came here from Montana several months ago and who has made a specialty of mining law. He is interested in some mines in your territory and will leave here to-morrow for that district. He will call upon you for the purpose of looking over your property and any arrangements you may make with Mr. May regarding the litigation that may arise concerning your mining locations will be satisfactory to my firm and will meet with our endorsement.

Very truly yours,



### One-Cent Postage

We never open a day's mail without being informed that there is a tremendously popular demand for something or other that we have been regarding as quite negligible. If we believed all the letters and circulars, we should have to imagine the entire population of the United States assembled in perpetual mass-meeting, formulating demands; but we do not believe them.

For instance, we do not believe there is any popular demand for one-cent letter postage. Why should there be? About one-third of all the letters in the country are sent from the six largest cities. Some big city businesses—especially mail-order houses, publishers, department stores, subscription-book concerns—



might reap a benefit from reduced letter postage; but the postoffice department even now is barely self-sustaining. If letter postage were cut in half it would be necessary to increase rates on other classes of mail, which increase would be borne by the public or there would be a big deficit in postal revenues, which deficit would be paid by the public. Postal rates in the United States now are the cheapest in the world when distances are considered.

The rural per-capita expenditure for letter postage is about fifty cents a year. Reading and writing go together. The rural household into which little second-class mail goes is one out of which little first-class mail comes. A saving of twenty-five cents in letter postage would be more than offset by an increase on second-class mail and merchandise. Some book-sellers have long had a mistaken notion that if magazines could be made more expensive through increased postage, more books would be sold, but any increased cost of magazines through higher postage would fall upon the consumer without affecting the book trade.

—*Saturday Evening Post.*



### How to Extract Enjoyment Out of Life

People of the world may be divided into two classes, those who find their happiness in the usual and those who find their happiness in the unusual.

The first are, as a rule, healthy, contented, helpful and optimistic.

The second are, as a rule, morbid, restless, pessimistic and nuisances to all around them.

What is the most important thing for a human being to learn? Is it not how to live his life with the maximum of contentment and care of body and mind and the minimum of friction? They have discovered what is perhaps the greatest secret of existence who have come to realize that it is in the commonplace that one is to find permanent satisfaction and that the extraordinary, strange and occasional sources of pleasure are to be regarded as matter by the way, something not to be taken account of in their program.

Yet the majority of silly mortals never learn this.

The consequence is that most people are more

or less soured, more or less peeved and discontented.

It is the duty of our teachers to lead us back to the enjoyment of life's everydayness.

The sum of culture, of wisdom and of intelligent experience consists in an appreciation of the ordinary events and circumstances and in a proper discount of the occasional.

The happiest wife and mother is the one whose delight is the daily round of the home, the companionship of her husband, the care and guidance of her children. The unhappiest is the wife who is longing to escape this, who calls it drudgery and whose pleasures are found only in the occasional excursion, theater or social diversion.

The happiest business man is the man to whom business is fun. The unhappiest is the man who looks upon his occupation as a grind and whose pleasure is in breaking away.

The happiest workman is the one who enjoys his work; the unhappiest is the one whose work worries him and who is always looking forward to getting away from it.

The great sources of human joy are all commonplace.

They are nature-love and self-expression work (work and play). Anybody can have these. They are as common as dirt. They are as near to the reach of the section-hand as to the reach of the railroad president. They lie as close to the grocer as to the college professor.

The cheaper and commoner a thing the more joy juice there is in it. For there is more exhilaration take it by and large in water than in all varieties of booze; more good feelings produced by bread and butter than by cake and bar de luc, more comfort in loving your wife and playing with your children than in loving other men's wives and regarding children as a bore.

I call a man truly converted or enlightened or born again or emancipated or whatever expression suits you when he has weeded out of his soul the lust for the exceptional and when he has learned that the greatest fun in the world is to live and enjoy those pleasures of life that are common to all the race.

Happiness is a fruit that grows low along the ground; little children and wise men pick it. Fools are looking up at the trees.—*Frank Crane.*



**E**DUCATION is at once training and enrichment: at once the development of the individual and the ennobling of the race: participation in all that humanity has aspired unto and achieved, and also the enlargement of man for the ever greater life of his future. Education is for life, and each man's life should be educative to himself and through himself to the race.

—*Charles F. Thwing.*



















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